

# Busy Hands Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	199446
<b>Inspection date</b>	03 October 2007
<b>Inspector</b>	Beverley Blackburn
<b>Setting Address</b>	Sherston Village Hall, High Street Sherston, Malmesbury, Wiltshire, SN16 0LH
<b>Telephone number</b>	07766 714544
<b>E-mail</b>	
<b>Registered person</b>	Busy Hands Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Sherston Busy Hands opened in September 1969. It operates from the village hall with access to two function rooms, toilets, kitchen and an outside play area. The village of Sherston is close to the market town of Malmesbury. The setting serves the local rural area.

There are currently 33 children from two to five years on roll. This includes 24 funded three-year-olds and two funded four-year-olds. Children attend for a variety of sessions. The group has experience of caring for children with Learning difficulties and /or physical disabilities. The group supports children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.15-11.45.

There are two part time and four full time members of staff work with the children. All have early years qualifications and two staff members are currently undertaking training. The setting receives support from a early years teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health and well-being is promoted. Staff follow good hygiene procedures and have a clear understanding of related policies, such as, treating minor accidents, the care of sick children and administering medication. Records relating to these issues are appropriately maintained and shared with parents as required. Children's health is actively promoted through well established daily hygienic routines and effective practice. Many are able to carry out these routines with minimal support from adults.

Children are developing awareness of healthy eating as the staff offers a variety of different snacks that include plenty of fruits. Children are suitably nourished and make healthy choices, they are provided with milk or water for their drinks at snack time. Children's individual dietary needs are met as staff take account of this information supplied by parents. Children enjoy snack times; when the staff sit and talk to the children it makes this time a very social occasion.

Children are active and benefit from the physical play provided each day. Children freely make choices of what to play with when outdoors; they have access to a good range of equipment such as bikes, pushchairs, trampoline, balls and scooters. Children have regular access to outdoor play in the garden. This contributes to their good health. They have access to a spacious hall, where they can move spontaneously within the available space from one activity to the other. The well organised routine ensures that there are opportunities for children to stretch and bend each day, through action rhymes and music and movement.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a welcoming, secure and familiar environment. Resources are appropriately maintained, safe and suitable for the ages of children attending. Activities are well presented to capture children's interest, enabling them to play alone, in small or large groups. Children make independent choices in play due to the appropriate organisation of toys and activities. The staff are deployed effectively to supervise the children. The hall is organised well so that children can negotiate their way around the space safely. Staff help children to be aware of their own safety and are encouraged not to run in the hall because they may fall and hurt themselves or hurt others. Children are reminded of the "Golden rules" and are encouraged to be safe indoors. Children are encouraged at the end of each session to help tidy up and most eagerly participate. The staff are actively observant for safe practice, for example, during activities children are helped to use scissors safely, there are made aware that using very hot water when washing hands may be harmful.

Children are safe, they are closely monitored and are able to move around freely in a spacious, well maintained setting, where most risks have been identified and minimised. Staff monitor this through ensuring the setting is safe before children arrive and risk assessments are regularly carried out throughout the premises as well as on the toys and equipment. Children develop their awareness of safety as they take part in fire drills and through discussion with staff. They talk to the children about the safety aspects of the evacuation procedures. Clear instructions are displayed of how to leave the building safely. Staff ensure children have a good understanding of crossing the road safely when on outings; they take part in practical activities,

such as visiting the mobile library and are made aware of how to be safe on the road, they are encouraged to look and listen out for oncoming cars.

Children's welfare is safeguarded, as staff that are suitably vetted, care for them. Children are able to play outside safely because they are provided with an enclosed and secure play area.

Staff have a sound understanding of child protection procedures and have a clear knowledge of other appropriate safety policies and procedures. Children at risk of child abuse are safeguarded, because staff are able to identify and appropriately address any possible abuse or neglect. However, currently the procedures for allegations made against a member of staff are being drawn up by the committee. Overall, the staff safeguard and promote children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children's needs are well met within flexible routines that include outdoor activities and time for quiet and active play. Staff share observations of all the children as well as their own key children. They effectively use these to record what the children do in notebooks and on a formal system of assessment; however, no clear process is available to demonstrate how the evaluative information gain is used to plan the next steps in the children's play and learning. Children are involved in a broad range of activities that supports their language, mathematical thinking, imagination and creativity. Children confidently made decisions about their free play in which they are very involved. They show keen interest in group activities and most times listen appropriately when others speak or sing, for example, when choosing their favourite song such as 'wind the bobbin up or humpty dumpty'. Children are curious and make effective use of the planned activities and spontaneous opportunities to explore materials and objects. Children enjoy looking at books together and sing with enjoyment as they participate in action songs. Children come into the setting happy and quickly settled and ready to enjoy a wide variety of activities.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress through the stepping stones. This is because staff have, or are gaining a good knowledge of the early learning goals and have a sound understanding of the Foundation Stage. They provide a broad and balanced range of activities and experiences across the six areas of learning. Planning is well done and is effectively linked to the stepping stones. The children participate eagerly in the activities on offer. The staff work hard to ensure that all children are integrated and have equal opportunities in participating in all activities. Staff give good consideration to the routine and pace of sessions. This enables children to begin to develop concentration and use their initiative, for example, children are able to complete their activities without feeling hurried. Children develop good self-esteem. This results in confidence to speak in front of the group during show and tell and to be able to communicate effectively with adults.

Children gain good early reading skills as they select their name cards on arrival at each session with support from their parents; or find their name cards on the table at snack time. This is further reinforced as the staff helps them to recognise the letter sound in their names. Children thoroughly enjoy hearing clearly read stories; most listening intently. They are able to confidently ask appropriate questions about the story. Children make effective use of the book corner; they carefully select their own books and quietly look at them turning the pages with confidence

and interest. This encourages them to learn to enjoy and appreciate books. Children are beginning to link sounds to letters, naming and sounding letters of the alphabet. Children develop some pre-writing skills, for example, some children are able to confidently write their own names on their finished work. They are keen to use paints, pencils, crayons and other drawing materials and are encouraged to use writing for a purpose, for example, in role play and to independently name their work.

Children progress well in their grasp of early mathematics, which staff integrate successfully across all activities. They use counting in daily routine, finding out how many are present each day. Staff use resources successfully to introduce calculation in their play, for example, children building a model train cut out three wheels, a child was able to recognise that one more is needed to make four. Children confidently draw around shape such as squares and triangles and successfully identify them. They spontaneously design their own pattern during craft activity by making different patterns on paper. Children are able to use appropriate shapes to make representational pictures, for example the shape of a body. Most of the older children can confidently count up to nine and have developed good number recognition.

Staff effectively support children to investigate a range of materials and objects such as malleable materials like dough; children are able to squeeze it, roll it out and cut into different shapes. They are also able to use everyday technology such as electronic toys. However, currently, they have limited opportunity to access and show interest in information technology. Children are able to examine living things such as tadpoles and woodlice and find out more about them. Children meaningfully explore a range of creative media and materials. Staff discuss with children textures of materials such as rough and smooth. They are able to enjoy singing sessions and are accompanied by a staff playing the guitar; they are encouraged to clap in tune with the music. Children are making good progress in their learning.

### **Helping children make a positive contribution**

The provision is good.

Children are acknowledged and valued as individuals. Staff ensure they gain information from the parents in order to get to know the children. Children with learning difficulties and or physical disabilities are well cared for, staff work closely with other professionals to effectively meet their individual requirements. All children are successfully included in the activities and the daily routine of the setting and receive good support to help promote learning and development. Children access a suitable range of resources to help them gain an awareness of diversity and disability and to enable them to learn positively about differences. This is demonstrated through books, dolls, posters, play people and topics on people from different countries. Children learn about their local community by visiting places such as the library, walks around the village and inviting others into the setting such as the vet. The pre-school provides a meaningful range of resources and activities to promote a positive view of the wider world.

Children's spiritual, moral, social and cultural development is fostered. Children are confident and demonstrate independence, for example, actively helping at tidying up time, selecting their own books at quiet time, taking turns during play, asking for help when needed or happily chatting with each other at snack time.

Most children behave well, but some find it difficult at times to listen attentively at story time. The group can at times be very lively. However, they are beginning to benefit from clear boundaries and good staff role models. Children are regularly reminded of the pre-school golden

rules, which are discussed at registration; they are encouraged to say please and thank you. Children benefit from effective behaviour strategies such as praise and encouragement, to support good behaviour. Children learn to relate well to each other, to play co-operatively, whilst developing their understanding of right and wrong. Children are settled and are at ease in a well-organised environment.

The partnership with parents is good. Children's needs are met through the good partnership the staff share with the parents. Staff work very closely with parents to ensure each child's individual needs have been met. The relationships are friendly, open and professional. Parents are provided with information daily on their children's activities. Parents see their children's progress records. They are provided with good information about the setting, through the prospectus, newsletters, notice board and daily communication. Staff arrange meetings for parents to discuss the children's achievements. They are made aware of the Foundation Stage. This encourages the parents to be involved in their child's learning by bringing in topic resources. Parents are aware of the policies and procedures for the preschool and these are made easily available. Parents have many opportunities to come into the setting and contribute to their children's education, for example as a parent helper. The parents are very positive about the care and learning their children are receiving from the pre-school. They are supportive and willing to participate in the setting.

### **Organisation**

The organisation is good.

The leadership and management are good and there is a clear sense of purpose within the preschool. The recently appointed manager is making good progress and is supported appropriately by the committee. She has a clear vision for the future of the setting and for nursery education. The manager is very much aware of what direction she needs to take for improvement in nursery education. Staff are committed to improvement and development, through regular training opportunities. The appraisal system ensures that the preschool's policies and procedures are consistently applied. The suitable information is available on staff induction. All legally required documentation that contributes to children's health, safety and well-being is in place and regularly reviewed. The keen and motivated staff use their time well. Staff provide children with planned structured support, which enables them to participate in activities. They group children effectively. Children are fully included and are listened to when they speak; this enables them to feel secure and confident with staff.

There are suitable arrangements in place to monitor and evaluate children's progress. Staff contribute to curriculum planning; their ideas and experiences support the children's learning. Staff frequently throughout each session observe and record children progress, this information is shared with parents. This practice helps ensure children are cared for safely and progress well. Documentation is stored confidentially and information held on the children is up-to-date and accurate. This ensures the children's needs are met. The good teamwork make sure all staff work together well to promote children's health, enjoyment and achievement.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the setting was asked to develop staff's awareness and understanding of effective ways to manage children's behaviour during whole group activities, taking into account their age and stage of development, to develop the current non collection of children

procedure to include the action to be taken in the event of a child being lost and to request written permission from parents for seeking emergency medical advice or treatment. The setting is continuously working towards staff finding effective ways of managing children's behaviour during whole group activities. The permission for seeking emergency medical advice or treatment is obtained from the parents and consent kept on the children's individual files. There are procedures and policies in place for non collection of children and a child being lost. The staff ensure children's safety are maintained and are actively seeking effective ways of managing children's behaviour during group activities.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. the complaints records may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop staff awareness of effectively managing a wide range of children's behaviour, taking into account their age and stage of development
- ensure there are procedures in place to be followed in the event of allegation of abuse made against a member of staff

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunities for children to extend their experience in everyday technology and use information and communication technology to support their learning
- develop a clear process to demonstrate how the evaluative information gain from assessments are used to plan the next steps in the children's play and learning

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