



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 199446

DfES Number: 520936

INSPECTION DETAILS

Inspection Date 06/05/2004
Inspector Name Nikki Whinton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Busy Hands Pre-School
Setting Address Sherston Village Hall
High Street Sherston
Malmesbury
Wiltshire
SN16 0LH

REGISTERED PROVIDER DETAILS

Name Busy Hands Pre-School 296903

ORGANISATION DETAILS

Name Busy Hands Pre-School
Address Sherston Village Hall
High Street, Sherston,
Malmesbury
Wiltshire
SN16

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Sherston Busy Hands opened in September 1969. It operates from the village hall with access to 2 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 36 children from 2 to 5 years on roll. This includes 20 funded three-year-olds and 14 funded four-year-olds. Children attend for a variety of sessions. The group has experience of caring for children with a variety of special needs. There are currently no children attending who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 0915-1145.

One part time and 3 full time members of staff work with the children. All have early years qualifications and 1 staff member is currently undertaking training. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Busy Hands Pre-School provides good quality care for children. The playleader and all of the staff have appropriate qualifications, experience and ability to offer a good level of support to the children. Good staffing ratios are kept, the staff are well deployed. The premises are secure, clean, suitably maintained, warm and welcoming to parents and children. The staff offer a wide variety of equipment and toys.

The staff have a good understanding of safety issues and take positive steps to help ensure children's welfare and safety within the provision and when on outings. Most procedures are in place to promote the children's good health. Staff have a good understanding of healthy eating, which they encourage through the snacks and

drinks provided. Staff have a good understanding of their role in the protection of children.

The staff know the children very well and have a good understanding of their differing needs. Each child is acknowledged as an individual. The staff have valuable experience of caring for children with a variety of additional needs. However, they do not always manage children's behaviour effectively at whole group times.

The staff have a good partnership with parents. They ensure children are cared for according to parents' requirements and offer opportunities for parents to discuss with staff their child's particular needs. All required regulatory documentation is available and most recommended procedures are in place.

What has improved since the last inspection?

As a result of the last inspection, the group was requested to maintain a record of visitors. A visitors book is now in daily use.

What is being done well?

- Staff know the children very well and have a very good understanding of their differing needs. Children are offered a wide range of stimulating play activities to help promote their learning and development.
- Staff offer a good range of safe, clean, well maintained, age appropriate, equipment and resources. Children are able to choose from a wide variety of toys and play materials, which are easily accessible to them for self selection.
- Staff have a very good understanding of safety issues within the provision and when taking children on outings. Children are cared for within an environment, where positive steps are taken to actively promote their safety and welfare.
- Staff have a very good understanding of the importance of good nutrition. Children are effectively developing their awareness of healthy eating through the good range of snacks and drinks they are offered on a daily basis.
- Staff offer very good support for children attending the setting with special needs. Appropriately trained staff liaise closely with parents and health professionals. Children are treated as individuals and their differing needs are effectively met.
- Staff have a good partnership with parents. The staff ensure every child is looked after according to parents' particular wishes and they are always available to discuss children's progress and achievements. They provide regular information about the provision and proposed activities. Parents are happy with the level of care the group provides.

What needs to be improved?

- staff's knowledge and understanding of effective ways to manage a wide

range of children's behaviour

- documentation, to ensure written parental permission is obtained for the seeking of emergency medical advice or treatment
- procedures, to ensure there is a written procedure in place in the event of a child being lost.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Develop the current non collection of children procedure to include the action to be taken in the event of a child being lost.
7	Request written permission from parents for seeking emergency medical advice or treatment.
11	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.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Busy Hands Pre-School offers good quality provision, which helps children to make generally good progress towards the early learning goals.

Teaching is generally good. The staff have a sound knowledge of the foundation stage. They know the children well and have a good awareness of their different stages of development. They plan and provide a wide variety of stimulating activities to help promote children's learning. Communication, language and literacy, creative, physical and mathematical development are particular strengths of the setting. In these areas, children's development is very good. Staff support children well in developing their confidence, independence and self esteem. They ask very good indirect questions to make children think, reinforce and extend their learning. However, they do not use observational information effectively to complete assessments and plan for children's future learning. Staff have a good relationship with the children, although they do not always manage children's behaviour at whole group times effectively. Staff offer very good support for children with special educational needs.

Leadership and management are generally good. The group has a good understanding of its strengths and weaknesses and has strategies to support improvement. The setting is committed to further developing the quality of the care and education offered to the children. However, the group does not effectively monitor the assessment programme.

The partnership with parents is generally good. Parents are provided with regular, good quality information about the setting and its provision. They are actively involved in their child's learning within the setting. However, parents are not encouraged to share with staff what they know about their child, to aid ongoing assessment.

What is being done well?

- Staff have a good understanding of the early learning goals. They know the children well and offer them good support in developing their confidence, independence and self esteem. They ask children very good indirect questions to make them think, reinforce and extend their learning.
- Staff plan and provide a wide range of challenging, stimulating activities to help promote children's mathematical development. Children enthusiastically solve simple problems and use mathematical language confidently as part of their play.
- Staff offer children a wide range of exciting construction resources. Children enjoy building objects to their own design and persevere well to complete activities to their own satisfaction. Staff support children very well in

developing and extending their creative ideas.

- Children enjoy exploring books. They have regular planned and spontaneous opportunities to share books individually with adults and peers and to take part in whole group story time sessions.
- Staff plan and provide regular activities to help promote children's spatial awareness and large muscle development. Children take part in weekly physical education sessions and frequently have the opportunity to spend time and share outdoor resources with local primary school children.

What needs to be improved?

- staff's programme for assessment, to ensure the observations undertaken on the children are used to complete children's assessments and the planning for individual children's future learning
- staff's provision of opportunities for parents to contribute to children's assessments.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection.

As a result of the last inspection, the group was given the following points for consideration;

- . increase opportunities for children to extend activities or initiate their own ideas, with greater access to a range of creative materials and scientific equipment to support their learning
- . provide more information for parents about the educational programme and continue to develop parental contributions to assessments of children's progress by sharing observations on learning from home
- . provide more opportunities for children to recognise their own name.

Children now have meaningful opportunities to recognise their name in print. They are able to initiate their own ideas and extend activities, using a good range of creative and scientific resources. Parents have the chance to contribute to the initial assessments on their children.

However, parents are not encouraged to share with staff what they know about their child, to aid ongoing assessment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, eager and well motivated to learn. They persevere well to complete self chosen tasks to their own satisfaction. Children are developing their social skills and their awareness of the need to share and take turns. Children are increasing their independence through the daily routine. Children have good self esteem. However, they do not always behave appropriately.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language with increasing confidence when talking to peers and adults. They use speech well to organise their thoughts and develop their ideas. Children are learning how to link sounds and letters and have practical opportunities to practice and develop their emergent writing skills. Children enjoy exploring books. They regularly share books individually with peers and adults and take part in daily planned whole group story sessions.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have good, meaningful, practical opportunities to count and increase their understanding of numbers as labels. They take part in daily activities which help them to develop their awareness of shape, space and measure. Children add and subtract with confidence. They use mathematical language well and enthusiastically solve simple mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children regularly construct to their own design, using a wide range of materials. Children explore their local environment and are finding out more about the area in which they live through planned outings and themed projects. Children spontaneously discuss with adults and peers significant past and present events in their lives. However, children have access to a limited range of information and communication technology resources to support their play and learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have regular planned opportunities to develop their balancing and large muscle movement skills. Children show good spatial awareness. They use a varied range of equipment, tools and materials safely, with increasing coordination and control. Children are effectively developing their understanding of healthy eating and good hygiene practices through the daily routine.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have varied opportunities to investigate colour, texture, shape, form and space in two and three dimensions. They take part in regular activities to develop their awareness of music, through singing songs and exploring musical instruments. Children use their imagination well, particularly when engaged in activities involving art, design and role play. Children express their thoughts and ideas confidently.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the assessment programme, to ensure written observations are used to complete regular assessments on the children. Review the information obtained from assessments to plan for individual children's future learning
- improve opportunities for parents to share with staff what they know about their child, to aid ongoing assessment.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.