

Busy Hands Pre-School

Inspection report for early years provision

Unique reference number 199446
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Inspector Rachel Edwards

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Sherston Busy Hands opened in September 1969. It operates from the village hall with access to two function rooms, toilets, kitchen and outside play areas. The village of Sherston is close to the market town of Malmesbury. The pre-school serves the local rural area. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 26 children from two years to under eight years of age at any one time. There are currently 35 children on roll, who are all under five years. Children attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-olds. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school opens five days a week during school term times. Sessions are from 9.10am until 12.10pm. There are three part time and two full time members of staff who work with the children. Four of these have early years qualifications to level three or above, this includes one of the joint playleaders who is a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children flourish in this welcoming pre-school because staff put children's individuality at the heart of all they do. Staff establish exceptionally strong partnerships with parents and others involved with the children, which supports the high quality of care, learning and development. Consequently children make very good progress in relation to their starting points. The management team are highly reflective, constantly reviewing and adapting what they provide. They build on their strengths and accurately identify areas for development so that they are very well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- introduce a cafeteria style snack time to ensure all children are well nourished and ready to learn and to minimise interruptions to children's play
- develop the outdoor area to allow children free access to activities that promote all areas of learning.

The effectiveness of leadership and management of the early years provision

Children are kept safe and feel confident and secure because the pre-school meticulously implements its safeguarding policies and procedures. Rigorous vetting procedures ensure that staff are suitable to work with children. Staff complete child protection and first aid training to protect children's welfare and help them care for children who become unwell or have an accident. They also undertake specialist training for children with specific medical conditions and additional needs. All the required records are in place to facilitate the safe and efficient running of the pre-school. These include routinely updated risk assessments, which cover all areas, such as taking children to visit the local mechanic. The committee and staff have clear ambitions for the pre-school and work together to bring about well targeted improvements that benefit the children. The views of parents and children are routinely sought and advice from outside professionals helps to steer realistic plans for development.

The pre-school promotes equality and diversity exceptionally well. Recognising each child as an individual is central to their success. They use a highly effective key person system to forge close links with families, which helps them get to know each child extremely well. This means they are able to plan experiences that interest and engage children and provide sufficient challenge to ensure all progress as well as they can. Any developing additional needs are quickly recognised and prompt action is taken to seek support, for example from speech and language therapists and the local authority inclusion advisor. The staff carefully monitor individuals and groups of children to spot any emerging gaps in learning. For example, they noted reluctance in boys to make marks on paper and so provided more appealing resources, such as sticks and mud to successfully encourage pre-writing skills. The outdoor area is used for several periods each day so that children have the opportunity to run around and let off steam. They also use outdoors for other activities, such as listening or number spotting walks and for growing vegetables. When the weather is poor, children use a second room for physical play. They also regularly set up larger equipment, such as climbing frame or trampoline indoors. Children do not however, have the freedom to play outdoors whenever they choose, which would especially benefit those who learn better outside. The pre-school have identified this and are developing plans to enclose a safe area so that children can move freely between indoors and out. The premises are well maintained and organised effectively to encourage children's independence. This is a shared community building and everything has to be packed away at the end of sessions, however, the use of low, wheeled storage trolleys, means that staff can rapidly provide a stimulating play area where children can easily reach what they want to play with. An appraisal system helps staff identify training needs and their professional development is well supported. They enthusiastically employ new ideas and knowledge, such as the Letters and Sounds programme, which has greatly benefitted children's language and pre-reading development. There is a highly effective partnership with parents and carers, which effectively promotes children's care and learning. This results from open two way sharing of information and strong trusting relationships. Parents speak enthusiastically about all that the pre-school does for their children and they

are delighted with the progress that they make. They especially value the opportunity to help out in sessions and see how their children are learning through play and share their skills, such as singing to the children in French. Wider partnerships are also well established. For example, strong links with the local reception class teacher, benefits children's development and helps ease their transition into school.

The quality and standards of the early years provision and outcomes for children

Children come into pre-school happy, confident and ready to learn. They soon decide what they would like to play with and settle quickly to play. They show great concentration because they enjoy what they are doing and persevere with trickier tasks, like fixing their pop up puppet into a cup. They are curious and spend time exploring how things work, such as the changeable traffic lights in the role play area. Staff use their expert knowledge of the Early Years Foundation Stage to plan relevant and enjoyable activities that build on what children already know and can do. Each child's development is carefully monitored by staff with good input from parents so that an accurate picture of the whole child is established. Children contribute to planning by talking about what they have enjoyed and choosing activities to be put out or themes for the role play area that will fire their imaginations. They explore different materials, such as mixing icing sugar with water and carefully draw, explaining what they are doing 'I'm doing lines because spaghetti is lines'. Children understand the daily routine well and quickly gather in a circle for story or 'circle' times. They listen attentively and are eager to share their news with others. They demonstrate high levels of confidence and self esteem as they perform songs and rhymes to the rest of the group, who clap appreciatively. Staff are excellent role models, being kind and respectful towards others. They reinforce the 'golden rules' that the children have helped to draw up. This creates a purposeful, busy atmosphere where children's behaviour is exemplary. Children are encouraged to think about and solve problems as they play, for example, wondering who is tall enough to put the highest box on the robot they have built. They have excellent opportunities to use technology, such as controlling remote control vehicles, using simple computer programmes and using headphones to listen to stories and music. Their language skills are developed exceptionally well. Staff take time to speak clearly and slowly and chat to children about what they doing and their home life. They introduce new words, such as for the role play area and encourage children to use them in their play. Staff follow the approved Letters and Sounds programme to develop children's listening skills in readiness for starting to read. These well planned activities help children develop many useful skills for their future learning.

Children demonstrate a high level of maturity and understanding of safety issues, for example, as they tuck chairs away under the table or carefully use scissors, telling others that they do not want to cut themselves 'cos it hurts'. Staff use opportunities to extend their safety awareness, such as through fire evacuation practices or crossing the road in the village. They reinforce these messages with stories and role play traffic lights and making traffic light biscuits. Children are able

to explain what the colour changes mean and reflect this in their play. Children are highly independent in their personal hygiene. They rush to wash their hands before a cooking activity, without adult reminders. Children sow and tend vegetables and enjoy eating the results. They benefit from healthy snacks and skilfully spread crackers and pour drinks, which they eat together, sitting with staff and chatting about their day. Staff use this opportunity to reinforce good manners and teach children about healthy eating. However, this whole group snack time means that anyone who is hungry earlier will not be well nourished and ready to learn and that play is interrupted to clear the tables. Children are aware that exercise is good for them and they recognise their hearts are beating faster and they feel 'puffed out'. They enjoy a range of outdoor activities. As well as those to practise physical skills like pedalling and throwing, they also benefit from activities such as chalking on the floor, building with blocks and listening to sounds around them. Children develop a strong sense of identity within the group. They talk about similarities and differences and bring in pictures of their extended families to share at group times. Parents are invited to share different home cultures and languages with the children so that they gain a better understanding of the wider world. They have forged links with a pre-school in the Gambia and enjoyed playing with the Gambian teacher when she visited and helped them make a traditional Gambian village house. They think about what it would be like to live in a city rather than the country and make a colourful display to show the differences. They frequently visit different places in the village, such as the mobile library, garage and to watch sausages being made and they benefit from many visitors, such as the doctor, vet and hairdresser. These really interesting activities extend children's vocabulary, make them eager to talk about shared experiences and capture their imagination for future art and role play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met