

# Bizzy Bees

Inspection report for early years provision

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**Unique reference number**

219111

**Inspection date**

30/09/2009

**Inspector**

Kelly Eyre

**Setting address**

The Memorial Hall, Bedford Road, Wootton, Bedford,  
Bedfordshire, MK43 9JB

**Telephone number**

01234 767785

**Email**

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
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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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## Description of the setting

Bizzy Bees Pre-School has been in operation since 1972 and is managed by a voluntary management committee. It operates from a community building in Wootton, Bedfordshire. Children have access to the fully enclosed outdoor play area.

The setting receives funding for early education. It is open each weekday during term-time only and sessions are from 9.15 am to 3.15 pm. Part-time sessions are offered within those hours and there is also a lunch club. The setting is registered on the Early Years Register to provide 24 places and there are currently 54 children attending who are within this age group. The setting serves the local and neighbouring communities. A small number of children attend other settings such as nurseries, childminders and other local pre-schools. The setting has procedures in place to support children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 11 staff members. Of these, six hold relevant childcare qualifications and two are currently working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work well with parents and use clear procedures for observing and assessing children. This enables them to acquire a good understanding of each child's needs and interests and thereby offer them appropriate support to ensure that all are meaningfully included. They also use their knowledge of individual children to ensure that they are offered activities that successfully promote their learning and development. Key strengths of the setting are their excellent procedures for safeguarding children and working with others, thus helping them to create a secure environment where children's welfare is promoted and they feel safe. Staff are motivated and have a positive approach to self-evaluation. There are thorough systems in place to support the ongoing review of the setting's work, enabling them to plan and implement improvements and offer a service which is responsive to children's needs.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the use of the outdoor play area in order to plan and provide further experiences for children as they progress towards the early learning goals.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is very well promoted as the setting has robust safeguarding procedures. Staff attend regular training and review their procedures to ensure that they keep up-to-date with this area of work. Their collaborative working with other agencies is excellent and helps ensure that children are protected at all times. A robust recruitment procedure and stringent checks ensure that all staff are suitable to work with children. Thorough risk assessments and daily checks mean that hazards are minimised. Good daily practice, such as ongoing explanations from staff, reinforce children's understanding of safety issues. For example, they understand why it is important to wear safety helmets when riding bicycles.

The manager has high expectations and a clear vision for the continuing improvement of the setting, involving staff, parents and children in reviewing the setting's practice. There is a positive attitude to feedback and staff prioritise improvements, sensitively introducing changes and monitoring their impact. For example, the setting now offers a lunch club, enabling parents to work and offering children the experience of eating together and so aiding their transition to school. Staff work well together to ensure that children's care is consistent and they are supported in achieving. Staff are supported in attending further training and continuing to improve their practice. This promotes an environment where both staff and children develop positive attitudes to learning. Resources are used well to promote children's learning and development. For example, good use is made of community facilities, such as the library, park, playing field and local school to offer children an extended range of opportunities.

The manager and staff have a good understanding of anti-discriminatory practice, enabling them to implement appropriate policies and offer a service which is inclusive for all children and their families. They work in partnership with parents and carers to ensure that they understand each child's background are therefore able to meet their needs and promote children's awareness of individuality and diversity. Parents receive thorough information about their child's progress and activities, for example, through newsletters, daily talks with staff and 'Activities at Home' sheets, which provide information about current planning and ideas to extend this. The setting also works exceptionally well with others to ensure continuity of care for children and extend the opportunities offered to them. For example they have excellent relationships with social services, speech therapists and specialist advisers.

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

Children make good progress in all areas of learning and are supported in achieving because staff have a thorough understanding of the Early Years Foundation Stage. They use clear procedures for assessing children, utilising this information to inform both individual and group activity planning and ensure that

children are offered activities that promote their development. Good use of the key worker system means that staff know the children well and can therefore provide appropriate support. They encourage children to explore and develop their own play, sensitively intervening to extend children's knowledge and understanding. This enables children to take an active role in their own learning and develop positive attitudes to this.

The environment is attractive and generally accessible, enabling children to make independent choices. For example, children playing with a construction set extend their play by adding a train track to this. The good organisation of the indoor play area means that children are offered a wide range of activities that promote their development. However, the outdoor play area is not fully utilised to offer children an extended range of opportunities. Children's enjoyment is enhanced and their learning extended because staff join in with their play. For example, children explore the large construction pegs before a staff member encourages them to discuss what they are building, to compare their own heights to the height of the tower they have made and introduces language such as 'tall, tallest and taller'. The good use of resources means that children are supported in gaining skills that will help them in later life. For example, children of all ages learn about the uses of information and communication technology as they use the computers, competently choosing programmes and confidently tackling the challenges offered by these, such as learning new vocabulary to describe the characteristics and care of baby animals.

Children's emotional development is promoted as they develop secure, trusting relationships with staff. They show great enjoyment as they talk with staff, sharing their play experiences and talking about events at home. Children develop a good understanding of appropriate behaviour because they are offered clear explanations by staff. They learn about working together as they share resources, take turns and help with tasks such as tidying up. Children are developing a good understanding of diversity as they participate in a range of activities and play experiences to support this. For example, they celebrate festivals and talk about countries they have visited, discussing climate, beliefs and customs. Good planning means that children have opportunities to consolidate their learning. For example, children talk about the functions of their eyes, painting pictures of these and later working as a group to produce a bar chart to illustrate the eye colours of the group.

The good procedures for working with parents and other professionals mean that children who have special educational needs and/or disabilities are offered appropriate and consistent support to enable them to participate and make good progress. Staff take effective steps to close identified achievement gaps. For example, after noting that some children enjoy larger physical play outdoors, staff provided more resources for this area and thereby offered opportunities for children to count, construct and work together to solve simple problems. Children's self-esteem and sense of self-worth are promoted because staff offer appropriate praise for both efforts and achievements. This also gives children the confidence to try other, more challenging activities.

Children show a strong sense of security and their behaviours demonstrate that

they feel safe within the setting. They confidently choose resources, express their views and approach staff for help whenever needed. They have a very good awareness of safety issues and show a mature understanding of taking responsibility for their own and others' safety. For example, even the youngest children competently explain the relevance of taking the register and why it is important to have a clear record of all present in the setting. Children are encouraged to explore and be active learners. For example, the participated in an activity to explore the characteristics of a fish; they described and drew what they saw, used magnifying glasses and learned new language such as 'gills, scales and fins'. Children engage in a wide range of physical activities, thereby increasing their understanding of the importance of exercise in maintaining a healthy lifestyle. For example, they use a wide range of outdoor equipment and also enjoy music and movement sessions.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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