

# Busy Bee Pre-School

Inspection report for early years provision

---

**Unique reference number** EY333445  
**Inspection date** 04/11/2009  
**Inspector** Lisa Ellis

**Setting address** Busy Bee Pre-School, The Scout Headquarters, Kidmore Lane, Denmead, Waterlooville, Hampshire, PO7 6JZ

**Telephone number** 07870 634805

**Email**

**Type of setting** Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Busy Bee Pre-School has been registered under its current ownership since 2006. It is situated in a scout hall in a rural location of Denmead in Hampshire. Children have access to a large hall, a fully enclosed outdoor area and have the use of playing fields. The building is accessible to wheelchair users as it is all on one level.

The pre-school is in receipt of government funding for early years education. It is registered on the Early Years Register to care for a maximum of 40 children aged between two and five years at any one time. There are currently 46 children on roll. The group is open every week day during term time from 9.00am to 3.30pm. Children are able to attend for sessions or full day care. The pre-school supports children with English as an additional language.

The pre-school employs seven members of staff. Five of the staff, including the supervisor hold appropriate early years qualifications and two are currently on training programmes. The group receives support from Children's Links and the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are well occupied and relaxed within the pre-school. Staff have a very good understanding of individual children and plan activities well to include all children's interests. Good progress has been made since the last inspection as all of the recommendations raised have been successfully addressed to promote children's welfare and to meet their learning and developmental needs. The staff team make continuous improvement to the setting by regularly reviewing and evaluating what they do.

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

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

- update information given to parents regarding the Early Years Foundation Stage and how it is used to help children to make progress in their learning and development
- improve medication records to show actual times that medication is administered and seek written acknowledgement from parents once it has been given
- improve hygiene and reduce the risk of infection with regard to the nappy changing mat.

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

Robust systems are in place to safeguard the children. They are never left alone with unvetted people and visitors to the pre-school are monitored. New staff follow an induction where they are made familiar with the safeguarding procedures should they have concerns regarding individual children's welfare. Parents are informed of the referral procedures via the notice board. Staff participate in regular training to ensure they are kept up-to-date with relevant childcare issues. Children are safe as staff are well deployed and resources are well used. Children are cared for in a safe and secure environment where they are unable to leave unnoticed. Good records are kept of accidents and existing injuries and although records are kept of when medication is needed, not all of the required detail is always kept.

The pre-school is well managed by the owner and the supervisor who are keen to drive improvement. Several steps are taken to monitor the effectiveness of the provision, such as using a self-evaluation tool which takes into account views from staff, children, parents and others. Annual questionnaires are sent to all parents and their comments are acted upon. For example, diaries have been introduced for families that have English as an additional language or for parents who do not drop off and collect their children themselves. This ensures equality for all families as they are all kept fully informed of how their children have been and the progress they are making in the pre-school. Relationships are established with other early years providers and professionals. This ensures that all adults are working together to promote positive outcomes for children.

Parents are happy with the quality of care and education that their children receive. Several parents contributed to the inspection by telling the inspector their views of the pre-school. A number of parents commented on the success of the 'sticky sessions' and 'bring a man to play day' where the group is open for families to come in and get involved in their children's activities. Parents feel they get good information about what goes on in the group through the newsletters and notice board which tells them what the children have been doing each day. The board also tells them the number, letter, colour, shape and nursery rhyme that the children are learning about so they can talk to their children at home about what they have been doing at pre-school. However, the information given to parents regarding the Early Years Foundation Stage is limited and some is out of date.

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

Children are confident, independent and calm. They show a very good understanding of the behavioural boundaries and follow them well to ensure their own safety. For example, they practise regular fire drills and they know that a maximum of six children can be on the climbing frame at any one time. Staff act as positive role models for children encouraging them to share and take turns which leads to a harmonious environment. Children are keen to do things for themselves, such as chopping fruit and pouring their own drinks at snack time. Afterwards they

take their dirty cups and plates and wash them before going off to play again.

Children play in a language rich environment, they have free access to books and writing equipment and enjoy talking to the staff and their peers. Staff know each child well and talk to them about what they are doing to encourage them to think for themselves, for example, they ask questions about number and size. Gestures and simple words are used for children with English as additional language to ensure they are fully involved in all activities within the pre-school. Children enjoy using their imaginations, for example, making their own sounds with musical instruments and styling a member of staff's hair in their role play hairdressing salon.

Children show independence in selecting their own resources and choosing activities. They benefit from having large play spaces indoors and outside which are well set up to promote learning in all areas of development. Children's health is promoted through learning everyday procedures, such as washing hands at appropriate times. Records are kept of when nappies have been changed, although the nappy changing mat does not promote good hygiene due to it being torn.

Activities are well planned to help each child make good progress from their starting points. Parents are asked to provide information about what children can already do and staff make observations and assessments based on each child's individual abilities. Staff evaluate the success of activities and use their observations to identify the next steps in each children's learning and development to enable them to make continuous progress.

Children learn good skills for the future through a variety of means. They have the use of a computer and confidently use electronic toys. They enjoy interacting with the staff and their peers and learn about valuing each other through a good range of toys and equipment that promote positive images of diversity. Children learn about different cultures and beliefs by celebrating the different festivals they have. Children come into the pre-school in their national dress and their families provide items from other countries to help children gain an understanding of others.

## 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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

