

# Bizzie Bees 3

Inspection report for early years provision

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<b>Inspector</b>	Sarah Fletcher
<b>Setting address</b>	Markyate Village Hall, Cavendish Road, Markyate, St. Albans, Hertfordshire, AL3 8PT
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<b>Type of setting</b>	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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## **Description of the setting**

Bizzie Bees 3 Pre-school is one of four privately owned settings run by Mrs J Lawrence. It opened in 2001 and operates from the village hall in Markyate, between St Albans and Dunstable, Bedfordshire. Children have access to an fully enclosed outdoor play area. The pre-school is in a residential area and serves the locality and surrounding villages. It is open each weekday from 9.15am to 12.25pm, during term times, except Wednesdays, when the group finish at 11.45am.

The pre-school is registered on the Early Years Register and provides funded early education for three- and four-year-olds. A maximum of 24 children may attend the pre-school at any one time. There are currently 33 children aged from two years to the end of the early years age range on roll, with most children in part-time places. There are five members of staff, all of whom hold early years qualifications to at least level 2.

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

Overall the quality of the provision is good.

Staff meet children's needs routinely and provide a welcoming and relaxing environment where they can play and learn together. Children are safeguarded appropriately and benefit from the excellent two-way communication system established between staff and parents, which provides a wide range of good quality information and ample opportunities for daily communications to maintain continuity. Staff offer support to all children and help them feel welcome, regardless of their family background, race or gender, recognising the uniqueness of each child. The pre-school management and staff team work well together and are very keen to improve the quality of children's care and learning, taking positive steps towards improvement through a clear system of self-evaluation.

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

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

- further develop the systems for risk assessments to include all areas children use indoors and outside
- further develop planning to identify which activities will benefit the next steps of individual key children

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

Staff and management take positive steps to ensure they safeguard children, keeping the premises child friendly and maintaining ratios carefully. Effective entry systems protect all children from unvetted adults, and recruitment and vetting

systems ensure the suitability of adults looking after children. Staff maintain daily checks to promote children's safety on all areas they use, allowing them freedom to move around in the secure environment. Risk assessments are mostly maintained appropriately to reduce potential hazards and dangers to children, although outdoor areas have yet to be formally assessed. Staff have a good understanding of protecting children from harm, which they have gained through their qualifications and recent training courses. Senior management have completed further training, and together their knowledge and understanding enables the pre-school to promote outcomes for safeguarding children efficiently.

Management and staff assess their practice together through an efficient system of self-evaluation. They address areas for development effectively and initiate changes of practice to benefit children's welfare and learning, as part of a continuous process towards future improvement. Children are able to select from a wide range of good quality toys, resources and equipment, aiding their learning and development effectively. New children are welcomed and settle with relative ease, as they get to know key staff and their peers. Staff collaborate with outside agencies to assist individual children as required, building valuable relationships to help support them and their families.

Children's quality of care benefits from clearly written policies and procedures, which are known to staff and shared with parents. Records for individual children are suitably maintained and parents provide written permissions routinely at registration. Attendance is recorded accurately and information regarding children's accidents is shared with parents in confidence. Parents are supportive of the pre-school and very happy with the standard of care and education their children receive. They have easy access to good quality information and express their praise for the staff readily. Clear information about the practice of the pre-school is easily visible to parents on bright noticeboards in the entrance hall and main room, together with quality information for the Early Years Foundation Stage, (EYFS). Regular consultation meetings for parents provide opportunities for discussing children's achievements and their individual progress, and effective use of home link books invites parental involvement in simple activities to aid children's learning and development.

Children attend from a variety of family backgrounds, mixing well with the staff team and their peers. Staff try to ensure they recognise and value children's differences and display a developing range of positive images, with some information shown in different languages. Children access a developing selection of resources to learn about the wider world, such as a selection of multicultural fiction and non-fiction books, different gender and skin colour dolls, and a variety of puzzles and posters. Staff also help children learn about different cultural festivals, such as Diwali, Christmas and Chinese New Year, through a range of craft-based activities and by introducing various food related resources to develop children's knowledge and understanding of the world. For example, staff set up a Chinese restaurant, with printed menus, cooking utensils, play food, and paper and pencils to write down customer orders, which children explore readily and adapt to their own ideas.

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

Children are developing good awareness of simple hygiene routines, using the bathroom and tissues independently, with gentle reminders to clean their hands before snacks and after toileting to avoid cross-infection. Nappy changes follow appropriate routines, with toilet training assistance as required. Food and drink is consumed socially as children and staff group together and chat about their lives and families. Snacks offer a wide range of healthy choices, with regular access to fresh drinking water throughout the day. Parents are invited to make daily donations to the pre-school snack basket for children to share, with advice on healthy options. Staff consult parents about their child's dietary or religious food requirements to ensure children receive the appropriate snack.

Children are making good progress in their learning and development and receive positive praise for their efforts and achievements. They are able to move towards the early learning goals at their own pace as staff provide a range of interesting and challenging activities to enable them to enjoy their learning and development. Staff implement the EYFS framework effectively and make observations and assessment to monitor children's progress. Regular evaluation of activities provides staff with a reliable measure of children's individual achievements, allowing them to begin to identify their next steps of learning. Although future plans are based on children's interests, they do not currently identify which activities will benefit the next steps of the individual key children.

Children have daily opportunities to develop their physical skills, whether this is indoors, where staff make good use of ample space and encourage children to use a wide range of play equipment, games and action songs; or outside at the nearby public play park during better weather under close supervision. Staff support children as they play or join in with activities, allowing them to form good relationships with both adults and their peers. Consistent behaviour management strategies are shared with parents and practised by all staff to benefit children's behaviour, which is generally good. Positive reinforcement of the pre-school rules on a daily basis enables children's understanding of safe practice and develops their knowledge of respecting each other and their environment.

## 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	1
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	1

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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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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