

# Busy Bees Pre-School

Inspection report for early years provision

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**Unique reference number** EY400434  
**Inspection date** 14/01/2010  
**Inspector** Carole Argles

**Setting address** Manor Fields Primary School, Wilton Road, SALISBURY,  
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**Telephone number** 01722328799

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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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## **Description of the setting**

Busy Bees Pre-School opened in 1968 and relocated to its current site in 2009. It operates from a mobile classroom in the grounds of Manor Fields Primary School in Salisbury, Wiltshire. There are two play rooms, toilets and kitchen facilities. The pre-school serves both the local community and the surrounding districts of Salisbury. There is a secure area for outdoor play. Parents access the premises on foot via a path from Highbury Avenue. The premises are fully accessible to all.

The pre-school is registered on the Early Years Register for 36 children aged from two years. Children attend for a variety of sessions. The setting supports children who have special educational needs and/or disabilities. There are currently 60 children on roll. The group opens for five days per week, Monday to Friday, during school term times only. Sessions are from 9am until 3pm Monday to Thursday and from 9am to midday on Fridays. The pre-school accepts funding for early years education.

A team of seven staff work with the children, of these five hold early years qualifications to level two or three. Members of staff are currently undertaking further training to extend their qualifications.

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

Overall the quality of the provision is outstanding.

Children are extremely happy at this welcoming setting where high priority is given to meeting their unique needs. They take part in a wide range of carefully targeted activities and this ensures that they make rapid progress in their development. The staff establish excellent partnerships with parents, involving them fully in all aspects of the provision and their children's learning. They are enthusiastic and have highly effective systems for monitoring and evaluating the quality of what they provide and are dedicated to continuing to improve the outcomes for children.

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

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

- extend the use of the outdoor environment to provide further opportunities for children to explore and investigate and to learn about the natural world around them.

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

There is strong leadership and management at Busy Bees and the staff work very effectively together as a team. They have a clear understanding of their roles and

responsibilities and everything runs seamlessly for the children. All the records, policies and procedures necessary to support children's welfare and development are in place and implemented effectively. Robust recruitment and vetting procedures ensure the suitability of staff. Any unchecked adults, such as parent helpers, are never alone with the children. Staff have a secure understanding of safeguarding issues and know what to do if they have concerns about a child in their care. They carry out comprehensive risk assessments on all aspects of the provision and take very effective action to minimise any accidental injuries and the spread of infection. There is an extensive range of good quality toys and equipment including resources which reflect diversity in the community. Staff have created an attractive and stimulating learning environment where children can act independently. They have plans to continue to develop the outdoor area to provide a wider range of experiences for the children.

The staff's highly effective partnerships with parents ensure that there is continuity in children's care and learning and that their individual requirements are met. They work very closely with speech therapists and other professionals to plan the care and progress of children who have specific needs. Comprehensive information is made available to parents so they have a full understanding of what is provided for their child. The strong key person system facilitates the exchange of information between parents and staff. Frequent informal discussions and planned meetings are used to swap information about children's progress and achievements and to plan a consistent approach to their future learning.

The management and staff fully understand the importance of monitoring and evaluation to drive improvement and maintain high standards. The staff's professional development is given high priority and they frequently undertake in-house and external training. There are very effective procedures to monitor all aspects of the provision and including the quality of the teaching and children's learning. Parents are regularly asked for feedback through questionnaires and participation in focus groups. The senior staff effectively use information gained to help identify and prioritise improvements. Actions plans are drawn up and monitored to evaluate the impact on outcomes for the children. A recent example of excellent practice has been the emphasis on equality and narrowing any differences in the achievements of girls and boys.

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

The children are very settled and confident and thoroughly enjoy their time at the provision. The children gain many skills that will help them in their future lives through an excellent balance of child-initiated and adult-led activities. They are curious about the world around them and motivated to learn. They frequently show high levels of concentration on activities, both when working alone or with others. They form warm and trusting relationships with the staff and there are excellent levels of interaction and conversation between them. Children's behaviour is exemplary and they play very cooperatively with their peers. Staff are excellent role models, unfailingly treating all with high levels of courtesy. The children follow this example and are often spontaneously helpful to others. They are praised and

rewarded for their achievements and consequently develop high self-esteem. Children are often given responsibility for small tasks. For example, at snack time, they help to choose and prepare the food and to clean the tables and they often offer to wash up afterwards.

Children are encouraged to adopt healthy and safe lifestyles and frequently talk about topics such as healthy eating. They are active and can spend much of their day outside where there is a good range of equipment to support their physical development. They understand the importance of good hygiene to prevent illness and go readily to wash their hands before eating or after touching the pets. They are encouraged to consider safety and described the possible hazards when they used scissors or when snow melted on the floor. The children are very imaginative and enjoy pretend play, deciding between them which roles they will take. Staff are there to give support, perhaps finding extra resources children request, but know exactly when to leave them to play on their own.

The staff continually observe the children and they have an excellent understanding of their achievements and interests. This allows them to record and monitor their progress and make extremely well informed decisions about the next steps in their learning. They plan activities around a theme but always make sure that each child's individual requirements are accommodated. They are very flexible, making good use of unexpected events and allowing the children to determine the direction of activities. Staff are skilled at asking open questions and encourage children to talk about what they are doing, what is happening and why. Consequently, children are becoming critical thinkers. Meaningful situations are used to encourage children to count and solve problems. For example, they decide how many cartons of milk will be needed at snack time and they compare sizes and count their footsteps in the snow. There is a wide range of technology, including a computer, digital cameras and voice recording equipment, which children use to support their learning. Children have many opportunities to find out about the world around them and to investigate a wide range of resources freely. An exciting example of this is the termly 'Messy Play Days' where the whole setting is given over to exploration and fun and enjoyed by children, parents and staff alike.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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