

# Bizzy Bees Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	137276
<b>Inspection date</b>	20/07/2010
<b>Inspector</b>	Rebecca Hurst

<b>Setting address</b>	Wickham Park Sports Club, 228-230 Pickhurst Rise, West Wickham, Kent, BR4 0AQ
<b>Telephone number</b>	020 8777 2550
<b>Email</b>	
<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*.

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).

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.

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**

Bizzy Bees Pre-school is a privately owned provision, which opened in 1990. It is located in grounds of the West Wickham sports club, and facilities include a large main base room, an additional room, kitchen, and toilet facilities. There is also access to a large playing field to the side and rear of the building for outdoor play. The pre-school serves the local community.

There are currently 55 children from two to five years on roll. The pre-school supports children with special educational needs and those for whom English is an additional language. The preschool is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school may care for no more than 32 children under eight years; of these, not more than 32 may be in the early years age group, and of these, eight may be between two years and three years at any one time.

The pre-school opens from 9.15 am to 12.15 pm Monday to Friday term time only.

Nine experienced staff members work with the children. All staff have early years qualifications. An additional, qualified part-time teacher implements a French programme for all children for two sessions per week.

The Pre-school has completed accreditation with the Pre-School Learning Alliance. The setting receives support from the Bromley Early Years Childcare Development Partnership, the pre-school has an accreditation for 'I can'.

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

Overall the quality of the provision is outstanding.

The excellent knowledge of each child's individual needs ensures that the staff promotes all aspects of the children's welfare and learning with great success. The children are safe and secure at all times in the care of the pre-school staff and they enjoy learning about their local area and the world around them. The partnership with parents is a key strength and this helps to contribute significantly that the needs of all of the children are being met. Children are making excellent progress, given their age, ability and their starting points. Regular self-evaluation by the staff ensures that any priorities for future development are promptly identified and acted upon, which results in a service that is responsive to the needs of the parents.

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

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

- continuing to assess staffs training needs to benefit children's learning.

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

Children attending the pre-school are greatly protected from harm and neglect due to the highly knowledgeable staff. The pre-school have comprehensive policies and procedures in place to further enhance the safety of the children. All the staff have thorough knowledge and understanding of child protection issues and the steps to follow against an allegation of abuse made towards the staff and to protect the children against harm and neglect. Full risk assessments are carried out on the setting and for outings.

The pre-school has a well thought out emergency evacuation procedure which keeps the children safe in an emergency and these are carried out on a regular basis. The staff record how well the evacuation went and any areas in which they may need to improve. This fully ensures that all staff and children are kept safe whilst they attend the pre-school. All adults in the setting have full Criminal Records Bureau checks recorded. All of the staff ensure children are protected from all adults who enter the premises and that they are not left alone with them. All visitors are required to sign into the a visitors book, which ensures all staff are fully aware of who is in the setting. As a result, children are thoroughly protected from harm.

Children learn about diversity and equality by very informative and educational activities arranged by extremely knowledgeable staff. The children enjoy learning about different festivals and celebrations from around the world. The staff teach the children about Chinese New Year, Easter, Christmas, Diwali, Eid and other festivals. The staff make excellent use of the information on the children's registration forms and ask parents to come in and teach the children about their festivals they celebrate at home. Children's learning of independent skills are enhanced through the careful placement of resources and activities around the setting to allow for self-selection.

All staff are driven to improve their knowledge and understanding of child care practice through further training opportunities. The staff encourage all parents to have an active voice in the setting and these are included in the self-evaluation process. The providers are continually working on the pre-school's self-evaluation process and their development plan, and they look at ways to improve the process to include everyone's views. As a result, the pre-school is very responsive to all of its users.

The staff have excellent partnerships with the parents of the children and with outside agencies. The staff share all of their observations and portfolios of the children with the parents through coffee mornings and informal meetings. They discuss the Early Years Foundation Stage with the parents so they are aware of what the staff are doing with the children and why they are doing it. Parents are also invited into the pre-school to spend time with the children to see what activities they do whilst they attend and to find out what the children are learning through these activities. The providers meet with the parents to keep them

informed about what is happening within the setting for example with the funding the children receive. The providers fully take on board any suggestions from the parents to adapt the way in which the preschool is run.

The staff complete comprehensive files on the children which allows the parents to see the progress they are making. Parents receive an abundance of information when they start and throughout their time at the setting. The staff ensure parents are kept informed throughout the time their child spends at the setting, through meetings, newsletters and the pre-schools informative website. This builds extremely effective bonds and children benefit greatly from this.

Staff have an excellent working relationship with the area Special Educational Needs Coordinator (SENCO). They work together to ensure the needs of the children are paramount and that they are progressing well with their development. Parents are contacted out of pre-school hours so the staff can discuss with them how their children are doing and any strategies they can use to aid their children's learning. The staff attend transition meetings with the local schools to keep them fully informed about the children that will be starting with them. This ensures the children have a smooth transition from the pre-school to the school.

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

Children have clear and defined starting points and are making excellent progress from these. Observations are extremely detailed and have the next steps clearly outlined for the staff to successfully progress the children further with their development. These assessments are linked to the six areas of learning, consequently, staff are able to see what areas they need to work on with the children. Staff also evaluate effectively the children's next steps to ensure they are progressing with their development in all areas of learning.

Staff are highly skilled in adapting all activities to meet the individual developmental needs of the children accessing them. This ensures more or less able children have their needs fully met in planning. Staff ensure they work the information from children's individual educational plans in to the planning. Staff ensure all activities are suitable for all children attending the setting and keep children with special educational needs and disabilities key workers informed of meetings with other agencies. Staff work very well with the local agencies and parents to set the targets for the children's individual educational plans. As a result, all children are making excellent progress in all areas of learning, given their age, ability and starting points.

Planning has focus on children and key language to use to ensure they are aimed at all children, and allow for all abilities of children to progress with their development. Children thoroughly enjoy arts and craft activities. Staff give children lots of independence during these activities making sure they are able to choose what resources they would like to use during junk modelling. Staff actively encourage children to be expressive in their art work, and praise children for using their hands, and paint brushes. This ensures children have an enjoyable

experience.

Staff teach the children the importance of keeping the walk way clear of resources. This ensures children are aware of safety and trip hazards as well as how resources should be stored. Children are able to feel safe and very secure due to the vigilance of the staff. Children participate in regular fire drills, which are evaluated to ensure children's safety is paramount and any concerns are highlighted and actioned straight away.

Staff are highly skilled in asking the children open ended questions which make them think about what they are doing. Staff are very calm with the children, and explain everything to them at a level they can fully understand, either in English or their home language, which results in well behaved children who respond well to praise. All staff are consistent in their approach to behaviour management and they adapt it to the age and understanding of the children involved.

Children are developing skills for the future through the activities and resources the staff plans for them. Staff encourage children to eat healthy and nutritious snacks. Children enhance their independence skills further by chopping up their own bananas, pouring their own drinks and clearing away their cups and plates. Children are well protected from cross contamination and infection through excellent use of anti bacterial gel and through regular hand washing.

Children have free flow access to a well laid out outside area. Staff ensure all areas of the pre-school and outside areas cover the six areas of learning; this ensures the children learn both inside and out. Children thoroughly enjoy exploring the fields around the setting and point out areas where they have seen fox cubs and where they think they have gone too. This expands the children's learning experiences and their imagination.

Children enjoy visits from the local police, hygienist and fire brigade. During a recent visit from the fire brigade the children explored the fire engine and took turns in using the hose. The staff and firemen explained to the children what they needed to do in an emergency and how to keep themselves and their families safe. This further enhances the children's safety. These visits allow the children to learn in a fun yet educational way.

## 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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## **Annex B: the Childcare Register**

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