

# Busy Bees Pre-school

Inspection report for early years provision

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**Inspector** Fiona M Robinson

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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 was registered in 2007. It operates from a purpose built mobile classroom within Flitwick Lower School, in Flitwick, Bedfordshire. Children attend from a wide catchment area, which includes surrounding villages and towns. There is ramped disability access. All children have access to a secure, enclosed outdoor play area. The pre-school is able to support children with special educational needs and/or disabilities, and those who speak English as an additional language. The pre-school is registered with Ofsted on the Early Years Register.

A maximum of 30 children may attend the pre-school at any one time. There are currently 51 children on roll, all of whom are within the early years age group. The pre-school receives funding for early education places. It is open each weekday from 8.50am to 3.20pm, term time only. A lunch club operates from 11.50am to 12.50pm each weekday.

The pre-school employs 10 staff, most of whom hold appropriate early years National Vocational Qualifications (NVQ). One member of staff is at NVQ level 4, four are at level 3 and three hold a level 2 qualification. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children behave very well and are fully included in interesting and well-organised activities. Partnerships with parents and carers and the host school are outstanding and relationships between staff and children are extremely positive. Staff know the children well and take into account their individual needs and interests. They provide a stimulating environment in which children achieve well. The manager and staff evaluate the provision well to identify its strengths and areas for development, such as the layout of the outdoor area, and demonstrate a good commitment to continuous improvement.

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

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

- enhance opportunities for children to problem solve and experience their senses in the outdoor area
- develop further the range and use of technology to support children's learning and development.

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

Staff safeguard and promote children's welfare very well because excellent comprehensive policies, procedures and documentation are in place and fully implemented. Risk assessments are conducted regularly to keep children safe. There are robust collection procedures in place, with high security at the main door. Staff are deployed very well to ensure children are fully supervised at all times. Fire evacuation procedures are carried out regularly, so that children become familiar with the routine. There are rigorous staff recruitment and vetting procedures in place, to ensure that all adults working with the children are suitable. Ongoing training ensures that all staff are fully aware of their roles and responsibilities and are very knowledgeable.

The pre-school is well led and managed because staff meet regularly to share planning and discuss assessment. There has been good levels of improvement since the previous inspection. In particular, assessments and observations are regularly carried out by staff and used to inform planning and choice of activities. There are comprehensive plans in place to improve the layout and organisation of the outdoor area. Good self-evaluation systems ensure that the views of parents and carers and children are regularly sought and acted on. Staff regularly monitor the life and work of the pre-school. They actively promote equality and diversity to ensure that children are fully integrated into activities and imaginative use is made of a good range of resources to meet the needs of the children. Staff regularly access training opportunities to enrich their experiences and qualifications. Teamwork is strong and they have a secure understanding of the children's interests and areas for development.

Partnerships with parents and carers are outstanding. Their views are valued by staff and they are kept fully informed of special activities and events through comprehensive newsletters, the website and the very informative parents' notice board. Parents say that staff are friendly and welcoming and there is always something interesting and enjoyable for the children to experience. Key staff record information on the children's individual learning profiles, which show their achievements and progress, and share this information regularly with parents and carers. Parents feel fully involved from the outset, when they discuss the children's starting points and interests with staff. They say they are gaining an excellent understanding of children's development through the pre-school's involvement in the 'Every Child a Talker' programme. Parents are very supportive of special events, such as the storytelling activity and fundraising days. Links with the host school are outstanding and information is shared very effectively to ensure a smooth transition to full-time education. Staff support children with special educational needs and/or disabilities very well and liaise with outside agencies to enhance their knowledge.

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

The children enjoy well-organised play and make good progress in a bright and stimulating environment. Activities are well-planned by staff, who value children's ideas and include these in the planning. Staff evaluate their observation notes carefully and work hard to help children to build on their existing skills. All children achieve well and make good progress across all areas of learning. Staff are excellent role models with high expectations of behaviour. Children behave extremely well and share resources diplomatically. They are very well-motivated and willingly help to tidy away equipment after play sessions. Children are very kind and thoughtful to one another and help each other to find a space to sit at story time. They are offered a good range of opportunities and resources to increase their awareness of other cultures and ways of life. Children have an excellent understanding of equality and diversity, as they learn about a wide range of different lifestyles. They have enjoyed many themed events looking at different faiths and countries, such as Harvest, Diwali, Christmas, Chinese New Year, Ramadan, St Patrick's Day and St David's Day. They enjoy tasting different foods, making Chinese dragons and practising their own dragon dance.

Children are keen to come to the pre-school, where they feel supported and included. The diverse lifestyles and cultures of the children are valued and incorporated in their activities. For example, children enjoy tasting lychees and dragon fruit and finding out where they come from and how they grow. Their creative skills are developed well by staff. They enjoy making a collage of a poppy for Remembrance Day and colourful garlands, rangoli patters and clay divas for the festival of Diwali. They can confidently identify shapes around the room and most can count up to twenty and beyond. Children listen to stories, such as 'Jack and the Beanstalk', with interest and afterwards draw pictures of the main characters. Children confidently complete simple computer programmes and experiment with torches. However, there are fewer opportunities to use a wider range of technological resources, such as the digital camera to record and share their experiences. Children tunefully sing songs, such as 'Five Little Ducks', to practise their counting skills. They enjoy mark making in sand and foam and most can write their own names by the time they leave the pre-school. Children have good opportunities for planting and growing, problem solving and sensory experiences. However, the layout and organisation of the outdoor area is being developed to enrich and enhance their experiences. Children really enjoy learning about the natural world and regularly go out on walks to the school field and wood. Their communication language and literacy skills are developed well through their work on storytelling, sounds and letters. Topics, such as 'Animals' and 'Spring', enrich their experiences further.

Children have developed an excellent understanding of keeping healthy and the importance of nutrition and exercise. They ride their bicycles and pedalled vehicles with control and enjoy balancing on pirate ropes and planks. They have access to an outdoor area, where they can use climbing apparatus, and enjoy dancing and movement activities. They make healthy choices at snack time and enjoy growing vegetables, such as tomatoes, carrots, peas and beans. They use equipment safely

as they prepare fruit kebabs, fruit salads and pumpkin soup. Children have a good understanding of keeping safe and benefit from talks on fire, road and sun safety from visitors. Overall, children achieve well and are well-prepared for future learning experiences.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
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	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	2
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	1
The extent to which children develop skills for the future	2

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