

# Busy Bees Pre-school Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	221727
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<b>Inspector</b>	Sarah Warboys

<b>Setting address</b>	Grange Lane, Littleport, Ely, Cambridgeshire, CB6 1HW
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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*.

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.

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## **Description of the setting**

Busy Bees Pre-School was registered in 1992. It operates from a purpose-built room which is situated in Millfield Primary School in Littleport, Cambridgeshire. There is an enclosed outdoor play area. The pre-school is registered to care for a maximum of 24 children from two to five years at any one time. It is open each weekday in term time from 8.45am to 2.45pm and this includes a lunch club.

There are currently 38 children on roll, all of whom are within the early years age range. The pre-school is in receipt of funding for early education places. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children come from the surrounding area and attend for a variety of sessions. 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 employs five staff, three of whom have appropriate early years qualifications at Level 2 and the manager holds a qualification at Level 3. The pre-school is a member of the Pre-school Learning Alliance.

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

Overall the quality of the provision is good.

Children thoroughly enjoy coming to Busy Bees Pre-school and make good progress because the staff meet the needs and interests of the early years children well. The pre-school is inclusive and supports children with a range of needs, including children with special educational needs and disabilities and those who speak English as an additional language. Partnerships with other settings and agencies are outstanding and this means that children are well-cared for and valued. The committee, manager and staff work well together and have an accurate understanding of the pre-school's strengths and areas for development, such as physical play opportunities in the outdoor area. They are forward thinking, constantly reflective of their practice and, as a result, have good capacity for continuous improvement.

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

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

- improve the outdoor area so it provides children with increased opportunities to develop their physical skills.

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

Children are well supervised and cared for in a secure, inclusive environment. Arrangements for safeguarding children and promoting their welfare are good. Effective staff recruitment and vetting procedures are in place to check the suitability of staff and adults working with children. Comprehensive policies, procedures and risk assessments are fully in place and this means that all adults are clear about their roles and responsibilities in keeping children safe. Fire drills are practised regularly so that children and staff become familiar with these routines. Staff attend regular training sessions so that they receive relevant, up-to-date information.

The committee, manager and staff have established a cohesive team who share a common sense of purpose in ensuring that all children thrive and enjoy their time at the pre-school. Staff have built up an accurate picture of the pre-school's strengths and areas for development, based on feedback from parents, children and practitioners. Staff are encouraged to take a leading role in particular areas and this contributes to an increase in the pre-school's capacity to improve. The drive and ambition of staff has ensured that the pre-school successfully met the recommendations made in the previous inspection report. The pre-school's premises are well-suited to its purpose, and there is access to a fully enclosed outdoor area. However, its current layout does not maximise the range of activities on offer for children across all areas of learning, particularly physical development, however leaders have identified the outdoor provision as a major priority for improvement.

A particularly striking example of the pre-school is the strong and effective partnership and relationship with the adjoining primary school. As a direct result of the transition arrangements for children who progress to the school and the information exchanged, it means that children settle quickly into reception class and learning is continuous. The pre-school is highly active in seeking out and establishing partnerships with a wide range of other agencies. This contributes significantly to children's learning, development and welfare. Staff actively promote equality and diversity and work hard to ensure children are fully included in activities. They provide valuable opportunities for children to access a range of multicultural resources and equipment to support their learning and have established excellent links with support agencies to offer advice when needed.

The pre-school has a positive relationship with all groups of parents and carers, who trust the staff and value the efforts they are prepared to make to meet their child's needs. They appreciate the home to pre-school communication book and the regular two-way exchange of information they receive on a daily basis. Parents and carers receive regular advice about ways in which they can help and support their children's learning and well-being.

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

Children have good opportunities to learn and benefit from being cared for in a warm and welcoming environment. Good relationships support children's learning, development and welfare. Adults demonstrate a good understanding of the Early Years Foundation Stage and of how young children learn. They provide good role models, particularly in modelling language, and this extends children's speaking skills. Activities are well-planned and based on assessments of children's needs and interests. Children's behaviour is exemplary. They show highly positive attitudes and have a strong sense of belonging within the setting. Adults actively teach appropriate and safe practices and children respond extremely positively to their guidance. Children play exceptionally well together, using developed cooperative skills. Some children also show that they can play independently with sustained concentration for long periods.

Children develop a good knowledge of how to keep themselves healthy. They routinely wash their hands before eating healthy snacks and are encouraged to be independent and pour their own drinks. Water is freely available throughout the day and children help themselves. Lunch times are delightfully social occasions and children enjoy chatting to each other, and spending time with their friends.

There is an appropriate balance of adult-led tasks and those where children can choose what they want to do from a range of activities. Children move freely between indoor and outdoor areas. Many resources are clearly labelled and at an appropriate height, which enables children to make their own choices and this further develops their skills of independence. Children of all ages use their imagination in the 'home corner' and outdoors. They play exceptionally well together, all undertaking different roles, such as taking the dog for a walk or looking after younger siblings. Adults share books with individuals and groups of children who show good listening skills, levels of interest and engagement. There are various opportunities to practice drawing and writing skills in a range of contexts. Children paint pictures and learn how to mix colours. They make Valentine's Day cards and search for buried treasure in the sand. Children work together to produce communal pieces of art using markers. A visit to the recycling bus fosters curiosity and is much enjoyed. Children practise hand and eye coordination using computers and building towers with construction toys. Adults utilise routine opportunities to develop children's counting skills and their skilful interaction with them encourages children's efforts and extends their learning. Festivals, such as Christmas, Chinese New Year, Easter and Diwali enrich children's experiences and give them a good understanding of equality and diversity. Overall, children achieve well and are well prepared for their next stage of learning in this warm, welcoming and fully inclusive pre-school.

## 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	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	1
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
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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	2
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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## **Annex B: the Childcare Register**

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

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