

# Busy Bees Pre-School

Inspection report for early years provision

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**Unique reference number**

EY348292

**Inspection date**

09/12/2010

**Inspector**

Chris Shaw

**Setting address**

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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*.

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 established in 1975 in a village hall, since 2007 has operated from a building in the grounds of Southwick Primary School, in Southwick village, near Trowbridge in Wiltshire.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the pre-school at any one time, of these, no more than six children may be aged under two years old. The group opens five days per week during school term times. They open daily between 8am and 3pm and this includes an optional breakfast club that also takes primary school children. There are currently 65 children aged from two to under five years old on roll.

Children attend from the local community and surrounding towns. The pre-school currently supports a number of children with special needs and/or disabilities. They employ seven staff, six of whom hold appropriate early years qualifications, including one who has recently gained Early Years Professional Status.

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

Overall the quality of the provision is outstanding.

Children are making excellent progress across all areas of their learning and development in this pre-school. Children are well cared for and reach high standards. The setting employs excellent systems for involving the parents, carers and skilled professionals that allow staff to tailor the guidance and support they provide to all individual children. The leader and staff work together with a parent committee to constantly improve their practices and provision. The rigorous system of self-evaluation and thorough understanding of best practice gives the pre-school an excellent capacity to continue to improve the provision.

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

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

- reviewing the use and layout of resources to improve the scope for free movement and well-spread activities.

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

The leadership provides a clear sense of purpose and direction and sets an ambitious programme of improvement and developments based on rigorous self-analysis. All major aspects of the steps taken to safeguard children are at least good and are exemplary in most respects. A well established set of policies and

practices, understood by all staff, are a model of efficiency and clarity. Staff are carefully vetted and checked through official channels. The leader keeps these records centrally, including past and current checks. Child protection policies are well-understood by all staff who have had recent training. Excellent records are kept of observations and concerns. Outside agencies, such as child welfare are involved appropriately. Confidential information is stored carefully in a locked cabinet. A nominated member of staff carries out risk assessments daily and all appropriate building and equipment checks are done regularly or as required to ensure that children are safe whilst on the premises.

Children enjoy an extensive range of toys and other learning resources that have been built up with an excellent understanding of children's needs and the way that they learn. Space in the setting is at a premium and staff work hard to make effective use of the indoor and outdoor areas. Occasionally the lack of storage space limits the range of activities that can be undertaken at any one time, although children are proficient in tidying up as well as being careful in their movements. Staff have a high level of expertise, gained through experience and study, which is generally put to good use in the development of challenging programmes. These are based on a secure knowledge of the Early Years Foundation Stage requirements.. The staff work hard to ensure that all children benefit equally from the provision, including children with special needs and/or disabilities. Great care is taken to work out the best sorts of programmes for individual needs, where necessary with the help of outside organisations, and the setting is successful in gaining funding for extra support for particular children.

The pre-school enjoys excellent relationships with parents and carers, who are very supportive and happy to get involved with the work of the setting, both individually and through the effective parents' committee. Surveys indicate the high level of satisfaction. Parents and carers are particularly pleased with the accessibility of the information about their children's progress and the initiatives to show them how they can enhance their children's learning at home. Open mornings provide another opportunity to talk to the staff and get to know how children learn.

The pre-school leader undertakes continual self-evaluation, through consultations with staff and reference to the guidance provided for early years settings. A new tracking system has been set up, with the help of the local authority, to examine children's achievement and progress in detail, in order to inform future planning. A quality assurance scheme, devised by a neighbouring local authority, gives the pre-school a clear idea of where its priorities lie. For example, it provided the impetus for introducing a new letters and sounds programme. The neighbouring schools have noted the effectiveness of this in raising the standard of children's communication and language skills.

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

Children are enthusiastic and inquisitive learners. They are keen to show what they have achieved and develop high levels of concentration, for example in exploring

how bricks fit together or working in the 'kitchen'. The pre-school's child-centred approach, based very much on learning through play, enables children to pursue their interests whilst making good and sometimes excellent progress. Careful observation and questioning of children and discussion with parents, gives the key staff a thorough understanding of children's needs, abilities and styles of learning and these are carefully logged through notes and photographs. The next steps in learning for each child are based on these and on the Early Learning goals. The help of parents in encouraging children to learn is reflected in the children's individual 'learning journeys'.

Children develop high levels of communication and language skills, through the constant discussion and chatter that takes place. Children negotiate the use of equipment, describe what they are doing and make a variety of 'notes' for different purposes. Staff explain and demonstrate how dough is made and children devise the 'recipe' and measure out the ingredients, all the time talking about the colour texture and other properties. As a result, children learn about the world around them and develop high levels of reasoning skills. The pre-school responded rapidly to recommendations made by the previous report and introduced the use of puppets and props to story time, enhancing children's interest in books and reading. At the same time, 'story sacks' are now used so that children can take home books and props to encourage story-telling at home. A computer is available all the time and children explore writing and painting and drawing. The pre-school is also keen that children become involved in their own learning through a 'learning to learn' scheme that is helping them to develop resilience, resourcefulness and independence

Children have an excellent sense of their own safety and security and that of others. Children respond very well to regular routines and the youngest and newest members of the group watch and join in with the others.

Behaviour is very good and children respond quickly and sensibly to adult's requests. They develop good habits in hygiene and learn how to ask if they need the bathroom or need help with washing their hands. When it is their turn children go and wash their hands in preparation for their meal. The staff know the children's medical needs and careful note is made of any medicines that children are taking, or allergies, in case of emergency. Children are keen to join in and take responsibility. They are keen to show what they know and can do, for example when taking turns to construct and name the occupants of the Christmas nativity scene. The older children collaborate effectively, for example when playing games about the police.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
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	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	2
The extent to which children make a positive contribution	2
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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