

# Busy Bees

Inspection report for early years provision

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**Unique reference number**

EY438222

**Inspection date**

10/05/2012

**Inspector**

Dinah Round

**Setting address**

St Johns Church Hall, St Johns Road, Bashley, New Milton,  
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**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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 re-registered in 2011 under sole ownership and is a privately run group. It operates from one room in a church hall in Bashley, Hampshire. There is an enclosed area for outdoor play.

The pre-school is registered on the Early Years Register to care for 22 children, aged from two to the end of the early years age group. There are currently 30 children on roll in the early years age group. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The pre-school supports children with special educational needs and/or disabilities. The pre-school opens on weekdays during school term times. Sessions are from 9am until 12 noon with a lunch time session on Monday and Wednesday between 12 noon and 1pm. Children attend for a variety of sessions. The pre-school employs five staff who hold an appropriate range of qualifications.

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

Overall the quality of the provision is good.

Staff know children's individual preferences well and take positive steps to ensure that all children are valued and included. Overall, children engage in interesting and stimulating activities, which help them make good progress in most areas of learning. Staff promote children's welfare well. They liaise effectively with parents, carers and other professionals to enable them to meet children's individual needs. The staff have effective systems in place to evaluate their provision, which shows a good capacity for maintaining continuous improvement.

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

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

- create an attractive book area where children and adults can enjoy books together
- extend opportunities for children's creative development to enable them to explore and share their thoughts, ideas and feelings through a variety of imaginative and role-play activities.

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

The staff have the required policies, procedures and records in place to support children's individual needs successfully. There is a robust recruitment process, where all staff undergo procedures to check their suitability to work with children.

Staff demonstrate a clear knowledge and understanding of their role and responsibilities in safeguarding children. They are clear on procedures to follow in the event of a concern about a child's welfare. Staff maintain effective security measures to make sure that children cannot leave the premises unsupervised. Systems of risk assessment are thorough and staff review them regularly. This includes written records to identify and minimise areas of risk for children within both the indoor and outdoor areas. As a result, children play and learn in a safe and secure environment.

The staff team work together well. They are clear about their roles and communicate continually to support the smooth running of the session. Staff attend specialised training to support them in caring for children's medical needs. Clear procedures and daily links with parents mean that children are content and settled. Staff meet all their health and dietary requirements. All staff have a current first aid qualification.

Staff make good use of the outdoor environment, which aids children's enjoyment and provides them with plenty of fresh air and exercise. Overall, the wide selection of resources are effectively organised in low-level units to allow children to make independent choices. However, the book area is not so inviting and as a result, children do not regularly use it. A good range of resources providing positive images of diversity are available to children, which helps support their awareness of the wider world. Staff organise play experiences to make sure that all children are able to take part in the activities.

The pre-school manager and staff monitor and evaluate their practice thoroughly. They link with the early years advisor for advice and support, recently formulating a development plan with a clear focus on particular areas for improvement. For example, they identified the need to extend the activities outdoors to incorporate all areas of children's learning and have ordered additional resources. Staff attend regular training to refresh their knowledge and skills, demonstrating their positive attitude. They use new ideas to improve play and learning opportunities for children.

Staff establish positive relationships with parents, carers and other professionals involved in the care of children. They liaise closely with parents to obtain information about children's individual needs. They make good use of details they collect at an initial meeting and through an 'All about Me' book. Good settling-in systems effectively support children's transition from home to the pre-school. Daily informal discussion and meetings to share children's progress and achievements keep parents well informed. Staff actively encourage parents to get involved in children's learning. Parents comment positively about how they now do counting at home with their children. Staff use questionnaires to seek parents' views and they reflect on any comments to bring about improvements. Staff link closely with other professionals to support children with specific needs, and as a result, children receive good support. Staff establish strong links with other early years settings children attend, to support continuity in children's care and learning successfully.

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

Children enjoy coming to the pre-school. They show curiosity in the range of activities and are keen to learn, developing strong skills for the future. Most children separate from parents and carers well, and staff provide reassurance for less confident children to help them settle. Staff use observation and assessment effectively to monitor children's progress and achievements. Staff successfully tailor planning around children's individual abilities and interests. As a result, children make good progress in their learning. Children's language and communication skills are developing well. Staff use the national initiative 'Keep on Talking' to incorporate different activities to enhance children's language skills. They make effective use of props and recently introduced sign language and pictures to aid children's communication during the activities. Children thoroughly enjoy small group activities and happily take their turn to talk to 'Mr Ted' the puppet. Staff interact positively with children, asking questions to develop children's thinking and communication skills.

Children are developing a good level of independence. They show increasing confidence as they select resources, put their shoes on to go outside and pour their own drinks at snack time. Children know the routine and quickly find a job to do at tidy up time. Staff calmly explain not to snatch toys from others, to help children learn to show consideration and help each other. Staff provide praise and encouragement to acknowledge children's cooperation and achievements. This successfully builds children's confidence and self-esteem. Children have good access to mark-making tools. Staff encourage children to write their names on their artwork to support children's emergent writing. Children are keen to make a copy of their drawing and confidently tell staff how to operate the printer to create a copy of their picture. Children develop a good understanding of mathematical concepts through both planned and spontaneous activities. They count and match together, to work out how many cups and plates they need for the number of children at snack time. Staff introduce positional language through planned activities, where children learn to put different items under, in and on the various objects. Children show good levels of interest as they explore the different creative activities. They have fun as they create their own models from the various materials, and explore the paint and sand outside. However, imaginative play opportunities are not always effectively organised to enrich children's learning and allow them to express their ideas. Children take part in planting and caring for vegetables in the pre-school garden. This helps to raise children's awareness of where food comes.

Children are developing a good awareness of how to stay healthy. They confidently use the steps to access the hand-washing facilities independently. They know to wash their hands to get them clean after messy activities and before snack time. Children frequently access the outdoor area, where they enjoy energetic play. Children have a strong understanding of safety issues as recognise how to keep safe. For example, they negotiate the steps to the garden carefully. Staff organise regular evacuation practices with children to raise children's awareness of what to do in an emergency.

## 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	2
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	2
The extent to which children develop skills for the future	2

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