

Busy Bee Preschool Millbrook

The Scout Headquarters, Canford Close, Millbrook, Southampton, SO16 9JA

Inspection date

Previous inspection date

18/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The interaction of staff consistently promotes children's learning.
- Children are making good progress from their starting points, particularly in their speech and language skills.
- The key worker system supports the children to feel secure and promotes their feeling of well-being.
- The well resourced environment provides the children with a wealth of learning experiences.
- There is good support from management, and the staff work well as a team.

It is not yet outstanding because

- A system for monitoring across all of the curriculum is not fully in place.
- Children are not encouraged to make marks or practise writing their names on their work.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had discussions with the management, staff, children and parents.
- The inspector sampled the records kept on the children
- The inspector observed the children playing outside as well as inside

Inspector

Amanda Shedden

Full Report

Information about the setting

Busy Bees Pre-school is one of three privately owned pre-schools. It was first registered in 2003. The pre-school opened in the new premises in 2012 and operates from a room in a Scout building in the Millbrook area of Southampton. It serves the local area. The pre-school is open each weekday from 8.50am to 11.50am followed by a lunch club, then from 12.20pm to 3.20pm during school term times. All children have access to a secure enclosed outdoor play area. The pre-school is registered on the Early Years Register. The pre-school provides funded early education for three and four-year-old children. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting supports a number of children with special educational needs and/or disabilities and supports a number of children who learn English as an additional language. The pre-school participate in the 'Every Child a Talker' (ECAT) scheme to support children's language development. The pre-school employs five members of staff. Of these, five hold

appropriate early years qualifications. The setting is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the formative assessments by making sure all areas of learning are included
- develop the programme for literacy by encouraging children to make marks or practise writing their names, for example to identify their work.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy coming to the pre-school. They have settled quickly into their new environment enjoying the wide range of activities that are on offer. Staff know the children well and this enables them to promote and consolidate children's learning through their day to day interaction. They create play plans using observations previously made on the children and incorporate the children's interests. Staff have a good understanding of children's development and how it links into the Early Years Foundation Stage. The participation in the ECAT scheme has resulted in children making good progress in their language and communication skills. The system for monitoring the other areas of learning is not fully in place; however, staff do have a sound knowledge of the children.

Children are offered interesting and challenging activities to participate in. They become independent as they choose what they wish to play with. They enjoy using the different resources outside. They pour and watch carefully as the water runs down the chutes, watching as the bubbles flow down as well. They use the moulds in the sand encouraged by staff to talk about the shapes, linking them to different letter or number shapes. Inside children enjoy participating in the home role play corner, dressing their dolls and making 'dinner'. Staff encourage children to talk about what they are doing, asking them open-ended questions modelling language to help them articulate some of the words. They sound out some words explaining that, for instance that a name has six sounds.

Children become focused and engaged with the technology equipment, pressing and turning buttons and examining closely objects they have put in the mirror box. They wind the torches up, waving them upwards and are excited to see the beams of light on the ceiling. Children access a range of different puzzles; staff who sit with them are skilled at

helping the children to complete them independently. They run the child's fingers around the edge of a piece to help them understand how different shapes fit together. They talk about number and size through incidental play, helping children to gain an understanding of mathematical language and concepts.

Children enjoy interactive story times, sometimes in groups as well as on a one-to-one basis. Staff take time to allow children to talk about what they are seeing, developing their vocabulary. Children freely access the writing area and there are implements in the role play area to promote their skills for writing. However, they are not encouraged to make their mark or write their names on their own work to give children an understanding of writing for a purpose. All of the activities and the staff's interaction help prepare children for transition into school.

The contribution of the early years provision to the well-being of children

Children are effectively safeguarded, procedures are in place and staff are vigilant in ensuring that the environment is safe. All staff have undertaken training and the systems in place support staff if they have a concern about a child. The password arrangement is used effectively to ensure that children only go home with people who have that password.

Each child has a key worker who has worthwhile relationships with the parent. Good quality information is exchanged before a child starts and this continues to support continuity of care and education. Systems are in place to ensure that staff talk regularly to parents. Parents are kept informed of activities their child has enjoyed and steps that have been identified to progress their child further and enable parents to continue their learning at home. Parents value the care and education their children receive at the pre-school. They are very supportive of the staff and can see that their children are progressing. Their key worker supports new children to the setting very well. The routine of the session and the effective deployment of staff make children feel secure. It also promotes children to develop their own independence and exploration as they self-select the resources and choose what activities to become engaged with. Staff support them well to become independent in their self-care skills.

Children's behaviour is good. Staff are good role models, they praise children regularly, boosting their self-esteem. Children walk around proudly wearing badges highlighting their achievement. They clap together at the end of a session highlighting their good behaviour and their enjoyment of the session.

The pre-school environment offers children a rich learning environment. The combination of displays of children's work, an airy light room and the effective staff are conducive to children learning. The resources are of a good quality and displayed to encourage children of all ages to become independent as they self-select what they wish to play with. Staff have created areas for the older and younger children to have as their base with appropriate resources in each, helping children feel secure. Children play together in the rest of the room and garden.

Children develop an understanding about keeping healthy. Staff talk to them about the different types of food they have at snack time and encourage them to eat different fruits. Children choose when they want to eat and drink, they are encouraged to pour drinks for themselves. Staff sit with the children, making snack time a social occasion as they discuss a range of topics. Children are becoming independent in their self-care skills. Children particularly enjoy the garden where they continue to learn and develop their physical abilities. They learn to scoot around on the bikes or scooters negotiating the space so they don't crash. They become competent as they use a range of tools to garden with or use the resources in the sand and water trays.

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

The owner of the pre-school has a clear understanding of the learning and development and safeguarding and welfare requirements. She works with the dedicated staff team to implement the framework successfully. The team work well together, they are focused and seek to continually improve the outcomes for children. They take advice from the local authority and act quickly on any suggestions to improve the outcomes for children. Staff, parents and children are asked to engage in the evaluation process giving everyone a sense of belonging. The outcome is that future developments are focused and there is a clear vision of how to move forward successfully to meet the needs of all.

Senior management monitor the planning and delivery of the education programme. They meet with staff regularly to identify any gaps in children's learning and build upon the child's previous achievements. Regular appraisals and meetings take place with the staff. This enables them to highlight strengths and areas for development in practice and identify training to promote their professional development. Staff work closely with any outside agencies that are involved with the children, for example speech therapists or social workers to promote stability. They exchange information with any other providers the children may attend, supporting continuity of care and education.

All of the staff are experienced in the field of childcare. The dedicated staff team work successfully together to offer the children a wide range of activities and experiences that promote their education and well-being. Individual learning plans are created for those children with additional needs by their key workers, who know them well. All children are given a good level of support to help them make progress through the positive interaction of the knowledgeable staff.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY415826
Local authority	Southampton
Inspection number	811466
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32

Number of children on roll	47
Name of provider	Alison Patricia Neville
Date of previous inspection	Not applicable
Telephone number	02380 776339

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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