

Busy Bees Pre-School

St. Annes Community Centre, Warrys Close, Hythe, Southampton, Hampshire, SO45 3QR

Inspection date	23/04/2013
Previous inspection date	14/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- All staff have a good understanding of the Early Years Foundation Stage and how this links to child development. Therefore, staff promote children's learning and development well.
- Staff's knowledge and positive interaction ensures that all children, including those with additional needs, are learning through their play.
- All staff have a good awareness of their key children and promote the intended learning goals for all the children attending the setting.
- The outdoor learning environment is particularly well planned and supports children's learning whilst outdoors.

It is not yet outstanding because

- There is sometimes an uneven balance between adult-led and child-initiated play, which means staff do not consistently plan challenging activities for children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had discussions with parents, staff and children.
- The inspector sampled the paperwork in place including observations undertaken on the children.
- The inspector observed the interaction between staff and children.
- The inspector observed the children engaging in a range of different activities.

Inspector

Amanda Shedden

Full Report

Information about the setting

Busy Bees Pre-School registered in 2004 at the current premises. It is located in the Hythe area of Southampton. The pre-school is run by a voluntary management committee and serves the local community. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a purpose built annexe attached to St Anne's community centre, with an enclosed outdoor play area. The pre-school operates Monday to Friday from 9.15am to 12.15pm during term times. There are currently 12 children aged from two to under five years on roll. The pre-school supports a number of children with special educational needs and/or disabilities and welcomes children who speak English as an additional language. Five staff are employed to work with the children; all of whom hold a level three qualification in childcare and education.

What the setting needs to do to improve further

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

- adjust the planning to provide a better balance between child-initiated activities and suitably challenging adult-led experiences.

Inspection judgements

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

Children are comfortable and happy at the pre-school. They enjoy participating in a good range of activities which help to promote their all-round development. The staff's knowledge of the individual child enables them to promote children's learning throughout the session, supporting their good progress.

Children's independence is encouraged throughout the session as they majority of their time is spent choosing for themselves what they wish to become engaged with. However, this means that there are less adult-initiated activities to fully challenge children's learning. Staff are skilled at using their knowledge of the child and how children learn to promote their learning through incidental opportunities. Children are encouraged to talk about and recognise mathematical concepts through their play. The positive interaction from staff encourages children to count and compare the colours of the bricks while making a zoo out of bricks. Staff enhance the activity by talking to children about the different sizes of animals and if these will fit in the enclosures they have made. Enthusiastic and encouraging staff consistently promote children's imaginations and language skills. They model good pronunciation of words as they repeat what the children say to them with all

words clearly spoken back. Staff ask many open-ended questions, allowing the children time to answer and contribute their knowledge. This encourages children to converse and build on their language skills. Children enjoy creating stories and acting out events that are important to them. They wash, dry and dress the dolls and take them for walks. They decide which of the houses in the garden they want as their home. The children feed their 'babies' and sweep the path around the garden. Staff interact positively with children enhancing their games and encouraging their language skills, while valuing children's choice of activities. This contributes towards helping children to gain the key skills for their next steps in learning.

Staff introduce children to sign language, particularly at snack time, to promote all children's feeling of inclusion irrespective of their language abilities. The pre-school uses the 'Keep children talking' scheme for all children, which is successfully supporting children including those with special educational needs and/or disabilities to make good progress in their language development. This comprehensive information is also used to give parents regular updates on their child's individual progress and as part of the two-year-old assessment. This, along with a copy of the week's song, enables parents to continue their learning at home.

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

Staff spend time getting to know their key children and share information with the parents to ensure the children's individual needs are being met. They assess their key children and track their progress to provide regular and accurate information about them across all areas of learning. All staff are made aware of each child's development to enable them to successfully use this information to enhance children's learning through their play. The provider has well-established settling-in procedures to enable children and parents to adapt to pre-school routines quickly and with confidence.

Children's behaviour is good and consistently managed by the staff. The organisation of the sessions and effective staff deployment enable staff to quickly intervene or positively divert the children's behaviour. They are good role models, talking quietly to the children and praising their efforts. Children are encouraged to use their manners throughout the session, being polite to staff and each other. Consequently, children form positive relationships with members of staff and their peers as their self-esteem and confidence is promoted well.

Children's independence is consistently promoted; they choose from an effective range of good quality resources, both indoors and outdoors. They are actively encouraged by the experienced staff to undertake tasks themselves. For example, children are supported to use technology equipment themselves. They have their own display board and are encouraged to display their works of art, giving them a sense of ownership and belonging. They choose which resources they want to use to enhance their play and staff use their initiative and skills to enhance the children's experiences. The stimulating and well-resourced garden is a strength of the pre-school and supports children's understanding about healthy lifestyles. Children choose to spend the majority of the session outdoors, as

staff have successfully created an exciting learning environment for the children. They undertake a range of physical activities outdoors, from riding bikes to sand and water play. Children negotiate the different levels in the garden. They enjoy talking to each other using long telephone tubes, enabling them to communicate quite a distance from each other. Children help themselves from the water butts, turning the taps on and off and filling their buckets to water the plants they are growing.

Children are becoming independent in their self-care skills. They recognise the signs of being thirsty and hungry, deciding for themselves when they want a drink or snack. Children select the utensils they need, after washing their hands 'to get rid of germs'. They choose from a range of healthy options and are learning skills, such as buttering their own bread and pouring their own drinks. Focused activities help children have a further understanding of how to stay healthy, such as when the dentist visits and shows them how to care for their teeth. Staff offer lots of words of praise and encouragement. They gently remind children of how to keep safe; for example, not to put knives in their mouths after buttering their bread. Children are encouraged to tidy up or move things so they are not trip hazards. If something gets broken, clear explanations are given to the children so they know for instance not to touch the sharp edges while the resource is removed. All activities that encourage children to be independent help children to get ready for transition to school.

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

All staff have an accurate understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. They work very well as a team to implement the framework successfully overall.

Arrangements for safeguarding children are good. The provider has a clear policy and procedure in place, which is shared with parents and staff. All staff have completed first aid training and undertaken safeguarding children training. This results in all staff being fully aware of the procedures to follow if they had a concern about a child in their care. The provider notifies Ofsted of relevant matters, which also helps to promote children's welfare.

Staff have monthly supervision meetings and attend annual appraisals, which help to effectively promote their professional development. They attend training and continually share any new knowledge obtained to improve the outcomes for the children and their families. Robust recruitment and induction procedures are in place to help ensure that only appropriate people are appointed to work with children. The impact on the children is that they are only cared for by qualified and suitable individuals.

The pre-school staff work together to seek to continually improve the pre-school, which in turn impacts with positive outcomes for children. They undertake evaluations about their setting. In addition to parent questionnaires they also have other agencies involved to give them a broad and precise understanding of what they need to do to improve the

outcomes for children.

Partnerships with parents and others are strong. Staff work well with other providers of the Early Years Foundation Stage to share information about children's learning and development and to identify all children's needs and help them to make progress. The pre-school has an open door policy so parents are welcomed into the pre-school whenever they wish to visit. Parents are fully aware of the progress their children are making and have easy access to the observations kept on their child. The child's next steps in learning are discussed and agreed with their child's key worker, keeping them fully informed. Parents value the care and education their children receive at the pre-school and state how much their children love coming here.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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	EY281439
Local authority	Hampshire
Inspection number	794924
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	18
Number of children on roll	12
Name of provider	Busy Bees Pre-School Committee
Date of previous inspection	14/10/2008
Telephone number	07747547642

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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, which are usually the childminder's 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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