

# Busy Bees Pre-School

456 Rayners Lane, PINNER, Middlesex, HA5 5DT

## Inspection date

Previous inspection date

15/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff are kind and caring towards the children. As a result, children demonstrate they feel safe and secure as they play.
- Children have fun as they play; for example, they sing familiar songs and listen intently to familiar stories.

### It is not yet good because

- At times, staff do not encourage children to think and make choices for themselves.
- The environment does not fully support children's communication and language skills, including those children who are learning English as an additional language.
- Staff are not always deployed effectively and there are times when they are unclear in their role in supporting children's learning and development.

## 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.

## Inspection activities

- The inspector observed children as they played.
- The inspector looked at children's assessments records and planning documentation.
- The inspector talked to the manager/provider and staff about the running of the setting, and their understanding of their roles and responsibilities.
- The inspector took into account the views of the parents.

## Inspector

Julie Biddle

## Full Report

### Information about the setting

Busy Bees Pre-School originally registered in 1994. It re-registered in 2013 following a change of ownership. The setting operates from the Quaker Meeting House, in the London Borough of Harrow. It is open each weekday from 9.15 to 12.15 term time only. The setting is registered on the Early Years Register. There are currently 24 children on roll. The setting is in receipt of funding for the provision of free early education for children aged two three and four years. The setting supports children with special educational needs and/or disabilities and also supports children learning English as an additional language. The manager holds a BA Honours in Primary Education and has Qualified Teacher Status (QTS). Staff are qualified and working towards further early years qualifications.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the deployment of staff is effective in meeting the needs of all children
- ensure that staff use appropriate questioning techniques to enable children to develop their language skills, and to think and consider things for themselves.

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

- enhance the environment with labels and pictures to develop children's understanding of English and their home language.

## Inspection judgements

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

Staff provide children with a suitable range of activities that generally excite and challenge the children. Plans are implemented successfully by staff that have a sound knowledge of how to promote the learning of the children in the setting. They use their observations of the children to plan activities to meet their individual learning needs. However, there are occasions during the day when staff are unclear in their roles with the children and look to the manager for guidance. This means that children are not always fully occupied.

Staff keep detailed observations of the children that are used to plan for their learning and developing needs. The staff know the children well and are kind and caring towards them. Staff talk to the children but their limited use of questioning does not always encourage the children to think or act for themselves. There is also limited use of labelling and samples of writing to extend all children's understanding of letters and words. This means children's language and communication skills are not always fully supported and encouraged. Children have suitable opportunities to use their imagination as they paint at easels and use leaves to print. Staff support children's own choices and when they request hand printing, the staff make sure they can do this. The children are very excited as they paint their hands and arms green. They describe the paint as 'slimy' as they swirl it around the paper. Children take pleasure as they play in the home corner. They busily make 'cups of tea and sandwiches' for the staff. The children are very pleased with their achievements when the staff drink the 'tea'.

Staff encourage children's physical development well. Although the setting does not have an outdoor area, the staff use the space in the hall for children to climb and balance. Children are very pleased with themselves when they successfully climb the steps and whizz down the slide. Children carefully step along a row of balancing blocks and smile when they reach the far end. Staff praise the children which reinforces their feelings of self worth and pride in their achievements. Children enjoy singing familiar songs such as 'Five currant buns' and enjoy playing circle games and laugh when the staff join in with their games. Children listen to and benefit from familiar stories, happily joining in with the actions as they pretend to be on 'a bear hunt'.

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

Children are settled and happy. Staff use information gathered from parents at registration to establish relationships and help children feel secure. Children are given some opportunities to be independent; for example, they are encouraged to put on their coats and hats when they are preparing to go home. In addition, children develop their independence as they skilfully use jugs to pour themselves drinks.

Staff sensitively use activities to talk to the children about turn taking and sharing. They talk to the children about how long they have to play in the water and explain to children who are waiting why only two children at time can play in the water. Staff use this opportunity to praise the children when they happily change their apron and let their friends enjoy water play. This supports the children to feel confident and develops their self-esteem.

Children develop a sound understanding how to lead a healthy lifestyle. For example, at snack time, they enjoy a range of fruits. The environment is bright and clean. Risk assessments are completed to help ensure all areas of the building are safe for the children. Children are cared for in a safe and secure environment and are learning the importance of how to keep themselves and others safe. For example, children learn the procedures to follow in the event of an emergency, as evacuation drills take place frequently. Children are beginning to understand why it is important to walk in the setting

and to take care around each other.

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

The provider/manager demonstrates a suitable knowledge of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage. She is new to the role and has made significant changes to the setting since the last inspection. All required documentation is in place, including a safeguarding policy. Through discussion, staff demonstrate they are clear in their role in the reporting procedures if they have a safeguarding concern about children in their care. The provider/manager works closely with the local authority, who visit the setting regularly to offer support and ideas to develop the work of the setting and in turn benefit the children.

The provider/manager has not yet fully reflected on the practice since the setting re-registered. Nonetheless, she is aware of the strengths and weaker areas of practice. Staff have been encouraged to attend a number of courses to extend their knowledge and understanding and further enhance outcomes for children. A clear and achievable system for appraisal supports the continuous improvement of the staff. This means the staff remain motivated and enthused to bring their new ideas into the setting. Children are cared for by staff who are suitable and qualified through robust recruitment procedures. All new staff are familiar with the policies and procedures of the setting through the induction process. This keeps the staff motivated and enthused to bring their new ideas into the setting.

The manager/provider and staff work closely with other professionals to promote the care and education of children in the setting. Children enjoy trips in the local area. They visit the fruit shop to select food to cook, and the library to listen to story time. In addition the staff use walks to the local school to help prepare the children as they get ready for their move to 'big school'.

Staff have sound relationships with parents. Information about children's activities is exchanged with parents each day. Parents are invited to share their children's learning journeys with staff and to discuss how their children are progressing. Parents state they are happy with the care their children receive while they are attending the nursery.

## 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

<b>Unique reference number</b>	EY462656
<b>Local authority</b>	Harrow
<b>Inspection number</b>	917249
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Shining Stars Nurseries Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07979666562

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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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