

Busy Bee Pre-School (Honiton)

The Beehive, Honiton Primary School, Clapper Lane, Honiton, Devon, EX14 1QF

Inspection date	14/10/2013
Previous inspection date	24/09/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff plan a broad range of learning experiences, that effectively support children to make good progress in their learning and development.
- Effective partnerships with parents and other professionals enable staff to identify and meet children's individual needs well.
- Children are settled and secure at the pre-school through the positive and friendly interaction with staff.
- Children thoroughly enjoy their time at the pre-school; they are happy, confident and behave very well.

It is not yet outstanding because

- The staff miss chances to further encourage children's interest in books as the book corner is not set up attractively to capture the children's attention.
- The current routine involves several interruptions to children's concentration and therefore children are not always able to develop and extend their interests and ideas fully to their own satisfaction.

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 activities in the indoor and outdoor learning environment.
- The inspector had discussions with the manager and staff.
- The inspector invited the manager to carry out a joint observation.
- The inspector sampled a range of documentation including children's progress records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Michelle Tuck

Full Report

Information about the setting

Busy Bee Pre-school is situated in the grounds of Honiton Primary School in Devon and has been operating for over forty years. It is run by a committee of parents. Children are cared for in a single-storey classroom, with a cloakroom and two toilets. The building is accessed by two steps and there is a portable ramp available to support access for all. The children have access to an enclosed play area, although this is currently unavailable. They share the school's outdoor play areas, which include a wooded area, two playgrounds and a field.

The pre-school receives funding for the provision of free early education for three-year-olds. It is open from 9am to 12pm from Monday to Friday during school term times. A lunch club operates between 12pm and 12.45pm each day. There are currently 21 children on roll, aged between two and three years old. The setting supports children with special educational needs and/or disabilities. There are three members of staff, all hold a level 3 qualification.

What the setting needs to do to improve further

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

- encourage children's interest in reading further, for example by creating an attractive book area
- develop routines to reduce interruptions to children's play, so that they can concentrate well on their activities and experiences and fully develop their own interests and ideas.

Inspection judgements

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

Children enjoy their time at the pre-school. Staff have a good understanding of how young children learn and provide a broad range of activities and experiences that interest and excite them. Staff know the children well and monitor their progress effectively. This helps staff to identify any possible concerns and take prompt action to narrow any gaps in children's learning in preparation for moving on to school. This means that children are supported well to make good progress in all areas in relation to their starting points and capabilities.

Children's communication and language is developing well. Staff use open questioning effectively which encourages the children to think and respond. The effective use of sign language by staff and the use of clear speech enables all children to be included and have their individual needs met. For example, staff repeat words back to children and provide a running commentary, which enables children to contribute to the conversation with gestures and nodding. Children learn that print carries meaning, for example by finding their name card as they self-register on arrival. Children are actively involved in choosing which activities they want to take part in, however, the organisation of the pre-school routine does not always promote children's concentration. Children are often required to stop playing, listen to instructions and tidy away. This sometimes disrupts the flow of children's learning and they are not able to complete activities to their own satisfaction.

Children use their imaginations well as they pretend to make 'black soup' from the construction kit. They count the number of pieces in the tower they have built with staff and talk about which one is the 'tallest' as they compare the size of their tower with their friend. This demonstrates their developing mathematical skills. Children play with the garage and small wheeled vehicles. They use language well to negotiate their play; they discuss who will have which vehicle, and what happens to the car that has broken down. Children share resources and take turns easily; they are kind and helpful to one another, helping each other with their coats and fetching their friend's special toy when they return from the fire drill practice.

Children enjoy singing songs and rhymes, which supports their speaking and listening skills. They enjoy listening to a favourite story read by staff, joining in with repetitive phrases and finishing off well-known sentences. Children take books home to read with their parents, however, the book corner at the pre-school is not set up attractively to fully capture children's interest and further develop a love for books.

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

Children are happy, confident and settle quickly at the pre-school. Children feel safe and secure because the staff interact warmly with the children and have a gentle and sensitive approach. There is an effective key person system, which enables children to form appropriate bonds and build strong relationships with staff. This means that children grow in confidence and that their physical and emotional well-being is successfully promoted.

Children develop a good understanding about leading a healthy lifestyle. Children make decisions about when they are hungry and wash their hands in preparation for snack time. They develop good independence skills as they are supported to pour their drink and choose their snack. Children manage their own self-care skills well; they wipe their own noses and dispose of the tissue afterwards before washing their hands. Staff talk to the children about the importance of doing this which further promotes their learning. Children have daily opportunities to use the outside area to develop their physical skills. Children run about in the playground and play in the pirate ship. They sit in the play bus, sing songs, and use the painted grids to find numbers that they recognise. This also supports their mathematical development.

Staff model good behaviour, are respectful to one another and the children. Staff give the children regular praise for being kind to one another and sharing. This effectively boosts their confidence and self-esteem. Consequently, children's behaviour is extremely good, as they understand what is expected of them and manage their own behaviour very well. Staff effectively teach the children about keeping themselves safe. They practice the emergency evacuation procedure, which they carry out impeccably. They are reminded not to go under the flipchart and staff explain why they must not do this. This promotes their good understanding of how to keep themselves safe

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

Staff have a good understanding of the safeguarding and welfare requirements. There is a strong emphasis on safeguarding and all staff are clear about child protection issues. Staff are aware of the correct procedure to follow if they have concerns. Thorough risk assessments are in place, and daily checks ensure that the environment remains well maintained and it is safe for the children. Staff remain vigilant at all times, and ensure that children are well supervised both indoors and outside.

There are thorough recruitment and vetting procedures in place, which help ensure that only those that are suitable care for children. Staff are supported well to develop their professional development through on going training, supervision and appraisals.

Staff have a good understanding of their responsibilities in meeting the learning and development requirements. Staff know the children well and plan a range of activities and experiences that meet their individual needs in all areas of the educational programme. Since the last inspection, the staff have enthusiastically and successfully addressed the recommendations to further benefit the children's learning outcomes. This includes inviting parents to share family photographs and sending the pre-school postcards from their holiday location to encourage children to be curious about themselves, their families and others.

Partnerships with parents are very positive. Parents receive regular information about what the children are learning at the pre-school, and are kept updated about their child's individual progress. Parents are very pleased with the care and education their children receive. They feel very involved in their child's learning and compliment the staff for their patience and understanding. The pre-school have established good partnerships with other professionals, reception class teachers at the local schools and other early years settings where children's care and education is shared. This helps to ensure a consistent approach to children's learning.

The staff team meet on a weekly basis to evaluate and reflect on their practice. Through self-evaluation, staff have identified the things they do well. They are very committed and focused to continually improve the pre-school. They have successfully identified areas for development that will have a positive impact for the children's learning. This includes

improving children's learning in the outside environment.

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	105947
Local authority	Devon
Inspection number	934641
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	21
Name of provider	Busy Bee Pre-School (Honiton) Committee
Date of previous inspection	24/09/2012
Telephone number	01404 46400

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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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Piccadilly Gate
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