

# Busy Bee Pre-School

Unit 2, Marlborough Road, Southampton, Hampshire, SO15 3ND

<b>Inspection date</b>	13/11/2013
Previous inspection date	07/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Experienced and inspiring educators know how to draw the best out of children so children enjoy their learning and are proud of their achievements.
- Any gaps in learning are rapidly closed for children spending two years at the pre-school, and greatly reduced for children moving into the placement in the last few terms before school. All children make good progress given their starting points.
- A highly effective key person system helps all children develop secure attachments with a member of staff who tailors care to their needs.
- Exceptional individual support is provided for all families, but especially for those with additional challenges or with children at risk of language delay, behavioural challenges or who have special educational needs and/or disabilities.
- Staff are highly responsible in meeting all safeguarding and welfare requirements and support children's growing understanding of how to keep themselves safe and healthy.

## 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 observed activities and care routines in each of the rooms and outdoor play areas.
- The inspector reviewed documents relating to safeguarding, staff recruitment and the pre-school's planning and evaluation documents, and checked a selection of other policies.
- The inspector sampled a range of documentation including children's records and progress checks and talked with staff.
- The inspector took account of the views of parents spoken to on the day, checked the complaints log and reviewed information available from parent questionnaires.
- The inspector met with the provider and the manager and observed practice with them.

## Inspector

Helen Robinshaw

## Full report

### Information about the setting

Busy Bee Pre-school registered in 2001. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is based in unit in the Shirley area of Southampton and is one of two privately owned settings. There is an outdoor garden.

It is open each weekday, term time only between 9.30am to 3.30pm. There are currently 92 children on roll who are within the early years age range. The pre-school welcomes children with special educational needs and/or disabilities or who are learning English as an additional language. The pre-school employs 14 members of staff, nine of whom hold appropriate early years qualifications at level 3. One member of staff has achieved Early Years Practitioner status. The pre-school receives funding to provide free early education for children aged two-, three- and four- years old.

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

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

- review your already excellent systems of information sharing with external agencies to see if written logs, exchanges of sensitive information, and links with professionals concerning safeguarding issues can be sharpened in any way.

## Inspection judgements

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

The staff team at Busy Bee pre-school is outstanding at meeting the needs of the range of the children who attend. The pre-school includes suites of rooms, purposely designed to meet the learning and development needs of different age groups of children. Honeybees (mostly two-year-olds) meet in two large open-plan playrooms. Like the three-year-old Bumblebees next door, they have an attractive and extensive play space, which is extremely well resourced to reflect the educational programmes. On the other side of a secure and highly stimulating outdoor play area are rooms designed to meet the needs of the older, 'Learner bees'. Each of these suites of rooms includes domestic arrangements to meet all children's needs and differing physical abilities. Toys and teaching resources in each age group are plentiful to engage and challenge children in all areas of learning and development. Children flourish due to the diversity and exceptional quality of the activities staff make available by planning a rich learning environment.

Each play area, including the outdoor play space, is equipped to support children's interests in discovery, experimentation and construction. Staff are attentive, giving children time to explore their own interests, but on hand to help them reflect on successes

or changes in strategies. Home play areas, sand and water play, music and stories are all available outdoors as well as in each indoor play area. This facilitates plenty of outdoor play and fresh air as there is so much to attract children outside. Staff further children's development of a healthy outdoor lifestyle by showing them how to grow some fruit and vegetables in grow bags and planters. The rooms are also large enough to include balancing apparatus, climbing frames and small slides giving children ample scope to extend their physical skills. Staff observe and note children's achievements so that they can adapt the apparatus to add further challenge and interest. Seasonal themes also weave together every aspect of learning and development. Staff help children understand similarities between different faiths and different festivals. For example, they use festivals of light to link celebrations of Diwali, Bonfire Night and Christmas. This helps them to understand and learn tolerance for differences in people's cultures or beliefs. Staff also build on children's fascination for different light sources, from torches and light bulbs to glow bands. Not only do children begin to experiment with different ways of activating light sources, they investigate how light links with shadows and colour changes. Subjects such as these feed the imaginations of children of all ages and abilities. Children are also encouraged to be creative with plentiful opportunities for sparkly craft, mixing colours, mark and model making. Children proudly display their achievements and are pleased to tell other children and adults about how and why they made them. They even try out using new words such as 'kaleidoscope', and 'illuminate'. The quality and effectiveness of teaching is exceptional as children are inspired to learn about light in so many different ways encouraged by staff who ignite and then share their passion for discovery.

Inspiring teachers build on children's interests. For example, a keen interest in playing with torches and other technology that light up the darkness. Older children are encouraged by staff to bring in their pyjamas. This motivates them to practice the independent dressing skills that will prepare them for school. It is an exciting way to share 'bed time' stories. Children pretend they are in a rocket flying through the stars the moon, become curious about owls and nocturnal animals, and experiment with colour mixing with torches and paints. Such activity helps develop children's love of books and interest in the world around them. Staff are highly reflective about their practice and have an excellent understanding of how to nurture, excite and enrich children's interests. Consequently, children enjoy their time at the pre-school and make very good progress in their learning.

Assessment of children's progress is highly effective across all age groups. 'All about me' records build on individual parent's knowledge of their children's separate needs, preferences and achievements at home. This knowledge provides a clear starting point so that staff can evaluate the impact of their education programmes. An excellent key person system ensures that learning and support meet individual needs in a way that complements each family's learning style. Parents comment that they know they are welcome to talk with any of the staff informally each day or at pre-arranged review meetings. Children's 'learning story' files are full of useful photographs of children at work and play. These help parents to see the rich and abundant nature of their children's experiences. Children enjoy sharing their learning stories and favourite artwork with their families, which helps to link home and pre-school and foster the children's self-esteem.

Each photograph links with observations of children's achievements; where they are in their learning journey; how they learn best and what could challenge them next. Progress

checks carried out on children between the ages of two and three years old support the planning of more focused or more challenging activities as required. Staff regard establishing strong skills in communication, social and physical development as particularly important to provide a strong base for future progress and they succeed in achieving this. Children who arrive with poor language skills, who are learning English as an additional language or who have special educational needs and/or disabilities make excellent progress given their starting points. A thorough system of tracking and planning helps all children work towards their early learning goals. Staff make sure that any gaps in progress rapidly close so that children are ready for their next steps in learning.

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

Staff provide care practices which are highly effective in helping children feel emotionally secure and ensuring children are physically and emotionally healthy. Children soon relax and settle in the staff team's care. All staff are highly skilled and sensitive in helping children feel safe, valued and respected. As a result, children soon make secure emotional attachments to their key person and with the team of staff in their room. This gives them confidence to explore the vibrant activities around them and make new friends.

A keen focus by the staff on nurturing children's personal, social and emotional development increases their skills in managing their feelings and behaviour. Staff gently talk children through how they can cope with personal challenges so they arrive at a positive outcome. This explanation models strategies to enable children to work through problems to reach an amicable conclusion, which is preferable to shouting or hitting out. Children learn to understand that everyone has feelings and that tolerance and respect for each other are important. Staff help children gain these skills daily, and help children recognise they are happy and respected. Knowing how this feels is the basis for managing their own behaviour with others and assessing what is the right or the wrong thing to do in a situation. Children develop good social skills and confidence in managing challenges across settings because of the support provided by staff.

Children quickly engage in constructive play, exploring the diverse range of enticing resources at their fingertips. Staff make clear plastic trays of toys, games and materials are easily accessible to children so they may choose to explore their own interests. A clever and versatile system of low furnishings enables staff to see and hear all activities without imposing themselves on the children. They gently slip into tricky situations to model appropriate behaviour, help children understand and negotiate with each other. Through the staff team's timely prompts and daily examples, children learn to meet the high expectations set by staff for their behaviour. The atmosphere across the pre-school is therefore calm despite the many busy activities underway. Staff achieve this by helping children enjoy what they are doing, keeping them focused and satisfied with their endeavours.

Nutritious snacks and balanced healthy lunch box contents foster children's understanding of healthy choices. Children remember growing and tending strawberries and tomatoes in their outdoor play area, showing they know where some food comes from. Sitting around

a small table, staff encourage a group of children prepare strawberries and other fruit for their snack. They remind each other of the time when they picked and shared their own strawberries. They search the photographs on the wall above to see who else was with them and competently recount a story from the past, demonstrating their conversation skills at the same time. Children know the value of healthy eating and spending time in the fresh air owing to the careful guidance of staff.

Staff plan enjoyable music sessions in which children participate in action rhymes and moving in time with the songs. They take part in regular physical activity indoors and outside in these highly stimulating and inspiring environments. Younger children climb and explore fixed apparatus while older ones build, balance and slide down a system that can be adapted to provide different challenges for the children. Tricycles, scooters and bucket stilts also help children to develop their agility and management of outdoor risks. Staff provide large natural and manufactured construction materials that enable children of all ages to cooperate as they work together to build a project. These activities help keep children fit and healthy and give them opportunities to manage their own and each other's safety relative to their age.

Children's safety is the staff team's highest priority. Staff talk through how children can stay safe and healthy throughout the day and older children are often heard repeating the same guidance to their peers. Children demonstrate they understand the sense in cycling around a track in one direction; they stop to let other children cross their path and tell others they must stop too. They appreciate the need to tidy up before moving on to another activity so no one treads on a small toy and gets hurt. Attentive staff step in to gently remind children why they must sit down on the slide or be careful where the sand ends up. Even the youngest children learn how to be safe and how to keep their friends safe.

Staff encourage children's independence in managing their personal needs throughout the day. Lines of individual coat pegs guide even the youngest children to finding their own items and storing belongings where they can find them. Older children know the procedures for binning dirty tissues and paper hand towels, getting ready for meals or putting warm clothing on before going outside to play. They are well prepared for their move to school or elsewhere by the staff team. Local primary school teachers write thanking pre-school staff for how well they have prepared children for school. They appreciate how staff have nurtured children's confidence so they are able to take new challenges in their stride. Parents reflect on the amount of support they have received from the key person system and the management team at each stage in their child's progress. They speak very highly of the pre-school and the staff.

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

The leadership and management of Busy Bee Pre-school understand and implement the requirements of the Statutory Framework for the Early Years Foundation Stage very effectively. The provider and senior staff have worked exceptionally hard together to

establish a superb pre-school where all children are nurtured and their parents are supported. The owner and provider is a qualified early years teacher with a foundation degree in childcare. She is passionate in her care of individual families and demonstrates her knowledge and skills in the diligence with which she meets the safeguarding and welfare, and learning and development requirements. Her manager and other senior staff have worked alongside the provider for many years, monitoring and improving both the environment and the systems in place to raise standards across education and care. In so doing, they now deliver education programmes that are of an extremely high quality to children with a wide range of experiences and needs.

Staff are well qualified, dedicated and innovative. They patiently nurture and extend all children's learning, including those with language delay, those who are learning English as an additional language and those with special educational needs and/or disabilities. Precise monitoring systems co-ordinated and moderated across the whole team ensure that all staff know each child's strengths, achievements and needs. Individual targets aim at rapidly closing any gaps and motivating children to meet their potential. High quality planning of learning experiences by astute staff within an exciting, well-resourced pre-school gives children the best possible base for success.

All staff receive training in safeguarding on an annual basis and senior staff have advanced training in this area. The team has a clear understanding of their individual roles and responsibilities for protecting children from possible harm or neglect and for reporting concerns. Clear policies and procedures, are shared and put in place by all staff. Staff undertake daily risk assessments of all areas, resources and equipment, and are vigilant about children's security. There are clear procedures for the dropping off and collection of children each day and parents appreciate the need to abide by these. Robust procedures are in place for recruiting and settling in new staff. Regular team meetings, support, training updates and outings, embed exemplary working practices and sustain the outstanding team spirit that exists among staff. Annual appraisals and discussions following intermediate self-evaluations help to make sure that staff remain suitably skilled to carry out their work to a high standard. Any further training needs or updates that may ultimately benefit individual children are quickly included. A very strong drive for improvement is clear in both the recent and the intended extension and refurbishment of the pre-school. Leadership is inspirational, but also firmly grounded in the efforts and dedication of the whole team. Children benefit enormously from it being a strong team focused on meeting children's needs and enriching young lives.

The pre-school staff support parents, sometimes through very challenging circumstances. They work well with a wide range of external agencies, especially with services developing speech and language skills, special educational needs and/or disabilities and child protection. Confidentiality and high demands on parents and professionals time, sometimes affect the smooth transfer of communications. Both the provider and the manager are highly experienced and skilled in these areas and have the flexibility within their working practices to attend extra meetings and provide additional individual support. Children's needs are quickly identified and exceptionally well met, generally through highly effective partnerships. Consequently, children thrive in their care and make good social and educational progress while at the preschool.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	148861
<b>Local authority</b>	Southampton
<b>Inspection number</b>	843184
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	92
<b>Number of children on roll</b>	115
<b>Name of provider</b>	Alison Patricia Neville
<b>Date of previous inspection</b>	07/05/2009
<b>Telephone number</b>	023 80776339

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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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