

# Buzzee Beez Pre-school Ltd

Trinity United Reformed Church, Harberts Road, HARLOW, CM19 4EU

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 01/12/2014 |
| Previous inspection date | 14/07/2010 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 display a good knowledge and understanding of how to engage children and promote their learning. Consequently, all children, including those with special educational needs and/or disabilities and children who speak English as an additional language, make good progress.
- Staff demonstrate a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Their training and knowledge is updated regularly and is supplemented by detailed policies and procedures. As a result, children are safeguarded and their well-being is promoted.
- Children form strong bonds and attachments with the staff team and each other. They respond well to the friendly and nurturing environment provided. As a result, their behaviour is good.
- Partnerships with parents and other agencies and carers are highly effective. Good communication systems ensure that information regarding children's development, learning and care are shared and children's needs are met quickly.

### It is not yet outstanding because

- The range of activities and learning opportunities for children in the outdoor area are not yet fully established. This means that children do not have the same level of choice and experimentation as they do indoors.

## 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 and staff in the three main rooms and in the outside area.
- The inspector observed and discussed staff practice with the manager.
- The inspector examined a selection of records and documentation, including the suitability of staff, policies and procedures and children's information.
- The inspector took into account the views of parents spoken to at the time of the inspection.
- The inspector spoke to staff and children throughout the inspection.

## Inspector

Susan Parker

## Full report

### Information about the setting

Buzzee Beez Pre-school Ltd was registered in 2010 on the Early Years Register. It operates from three rooms within a church building located in the Hare Street area of Harlow. The pre-school is privately owned and serves the local community and surrounding area. The pre-school is open five days a week, term time only. Sessions are from 9.15am until 12.15pm and from 1pm until 4pm. Children attend for a variety of sessions. The pre-school also provide a lunch club each day. There are currently 46 children on roll in the early years age group. The pre-school supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs seven members of childcare staff. Four members of staff hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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

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

- extend the opportunities for children to experience all areas of learning in the outdoor environment, as well as they do indoors.

### Inspection judgements

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

The pre-school staff have a good understanding of the Early Years Foundation Stage. They skilfully tempt children into the exciting activities indoors and engage them in their own learning. For example, children exploring foam state that it feels like talcum powder and smells like almonds. Staff make good use of open-ended questions, such as asking children what they can see and hear, to encourage them to use all their senses as they learn about their world. Staff use a good range of tools and methods to enable all children to communicate. These include the use of sign language, posters and books in assorted languages, alongside pictorial clues. Staff carry these with them at all times. This ensures that all children, including those with English as an additional language and children with special educational needs and/or disabilities, who use this form of communication, can express their needs. As a result, children develop confidence and skill in communication and language.

Staff make effective use of observations and assessments of children, based firmly on their individual starting points and these show that all children are making good progress. Clear and regular sharing of information enables staff to clearly plan children's individual next steps or challenge in their learning. As a result, any gaps in children's learning are reducing, which enables them to be well prepared for their eventual move on to full time school. Staff carefully support children's independence and physical skills. Children are

given the time, support and encouragement to successfully dress and undress themselves, in preparation for outdoor play or indoor exercise. When outside, they have access to some resources to play and explore, however, these opportunities are sometimes limited. Therefore, children whose preferred learning style is through outdoor play do not always make the best possible progress. Children learn to display good social skills in preparation for school. They sit and listen, share and wait their turn. They are confident in communicating their wants and needs. As a result, children display the confidence and independence that they need to be ready for their move to school.

The manager and pre-school staff have developed effective partnerships with parents. This enables them to gain a wide range of detailed information about each of the children's likes, dislikes, abilities and interests. They regularly share information on children's ongoing progress and development through discussion, regular meetings and electronic development records. Children's achievements and their next steps in their learning are clearly highlighted and show children's abilities and expectations as typically expected for their age group. Staff complete a progress check on all children between the ages of two and three years of age to ensure that any gaps in their development are addressed early. Good use of homework packs support parents effectively to continue children's learning at home. As a result, children make consistently good progress.

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

The well-being of children is at the heart of this pre-school. Staff quickly and calmly sooth and comfort children who are distressed when separating from their parents. Children respond positively to the warm and caring nature of staff who know children and their families well. This enables children to feel safe and secure, thus promoting their developing independence and confidence. Children behave very well and show good levels of self-control as they play. They show kindness and understanding with children less able than themselves. Children receive stickers and wow vouchers for behaving well and helping others. This gives children a sense of pride in their actions and encourages them to negotiate and cooperate with their friends

Children settle in to the pre-school gradually. This ensures that the children, their families, their key person, and any other professionals, are fully involved to support the smooth move from home into pre-school. The key-person system is very effective in forming cooperative partnerships with all adults involved with children. Staff act as good role models, and children's safety is highly prioritised. For example, children are carefully taught how to manage risk for themselves. This results in children safely using scissors to create art works and knives to prepare their fruit for snack.

Children demonstrate good hygiene habits as they are shown how to wipe their own noses and dispose of the tissue hygienically. As a result, older children routinely manage this independently. Children understand why they need to clean germs from their hands before eating. They capably use tongs to hygienically pick up their pieces of fruit or vegetables

and skilfully pour their own milk or water. This further promotes their independence. Additional activities, such as cooking and making bird cake, enhance children's understanding of the importance of eating healthily. Regular access to fresh air and exercise, either in the hall or outdoors, encourages children to learn to keep fit, and control and develop their physical skills. Children eagerly hop, march and wriggle, learning to control their muscles and understand how their bodies work.

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

The pre-school manager and staff display a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They regularly update their safeguarding training and demonstrate a secure knowledge of the procedures that they follow if they have a child protection concern. The manager supervises and monitors the motivated staff team, who are dedicated to meeting children's needs. She places high priority on recruiting committed, suitable staff to work in the pre-school, or volunteer their services. The manager effectively monitors staff performance and highlights future training, or workshops, which will benefit the early years provision further. Staff are encouraged to gain further qualifications and extend their knowledge. In addition, they share good practice with other early years professionals. Consequently, children benefit from fresh and novel ideas to extend their learning and development, which staff have gained from sharing good practice with other early years professionals.

Staff actively seek the views of parents through the comments book on the front desk and through daily conversations. This enables staff to evaluate the success of the good quality service that they provide. The pre-school continues to make improvements and adjustments. This means that support for the needs of local children and their families is at the heart of the provision. Since the last inspection, there has been a change to the manager. Vast improvements have been made to systems for assessing and recording children's starting points and for effectively using the areas of learning to support children's ongoing development. This has enabled parents to contribute more easily to their children's records. Parents gain information on the Early Years Foundation Stage and of how their children's learning is progressing through access to electronic records. This information is also displayed in the pre-school noticeboards and is available in hard copy if this is preferred. Parents, who were spoken to on the day of the inspection, feel the staff have supported them and their children. They typically say that the staff are very welcoming and their children love attending the pre-school.

There are established partnerships with schools and other professionals to enable children to have continuity of care. This ensures that support is given consistently to narrow any gaps in children's learning and development. Staff learn about some aspects of physiotherapy and speech therapy in order to continue the exercises with children who require such additional support as part of their daily learning. Consequently, all children are very well supported and included in pre-school.



## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. 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>     | EY405399                   |
| <b>Local authority</b>             | Essex                      |
| <b>Inspection number</b>           | 850658                     |
| <b>Type of provision</b>           |                            |
| <b>Registration category</b>       | Childcare - Non-Domestic   |
| <b>Age range of children</b>       | 0 - 5                      |
| <b>Total number of places</b>      | 26                         |
| <b>Number of children on roll</b>  | 46                         |
| <b>Name of provider</b>            | Buzzee Beez Pre-school Ltd |
| <b>Date of previous inspection</b> | 14/07/2010                 |
| <b>Telephone number</b>            | 01279444281                |

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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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