

Busy Bees Pre-school (South Oxhey) Ltd

Woodhall Junior Middle Infant & Nursery School, Woodhall Lane, WATFORD, WD19 6QX

Inspection date	08/12/2014
Previous inspection date	13/07/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- Children make exceptional progress in relation to their starting points and capabilities. The quality of teaching is outstanding. The highly qualified practitioners demonstrate an excellent understanding of how to implement the Early Years Foundation Stage. They plan an exciting and diverse programme of activities, which promotes children's learning to an outstanding level.
- Key persons are very sensitive to children's individual needs. Children develop secure emotional attachments because practitioners work hard to sustain close relationships with children and their families. As a result, children's personal care needs and social skills are supported to an exceptionally high level.
- The leadership and management are inspirational. The well-established team of practitioners is highly motivated and work extremely well together to provide consistently outstanding learning experiences for all children. A targeted programme of professional development and effective self-evaluation helps to ensure practitioners consistently improve their already outstanding practice.
- Children are safe because practitioners demonstrate an exceptional understanding of safeguarding issues. They know how to protect children to monitor and manage potential risks very effectively. Robust recruitment procedures, regular appraisals and training help to ensure all adults working with children are suitable to do so.

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 spoke to children and observed them have their snack, lunch and take part in activities both indoors and in the covered outside play area.
- The inspector looked at a selection of documents in relation to the children's achievements and how the pre-school plans for individual children's progress.
- The inspector checked the evidence of suitability and qualifications of all practitioners.
- The inspector carried out a joint observation with the supervisor.
- The inspector spoke to the supervisor and sought the views of practitioners and parents at appropriate times throughout the inspection.

Inspector

Tina Kelly

Full report

Information about the setting

Busy Bees Pre-school (South Oxhey) Ltd was registered as a limited company in 2010, having previously been a committee run pre-school for many years and it is on the Early Years Register. It operates from purpose-built premises within Woodhall Junior Middle Infant & Nursery School, South Oxhey, Watford. Children have use of a main playroom and an enclosed outside play area. The pre-school operates term time only, Monday to Friday from 9am to 12 noon and with afternoon sessions from 12.15pm to 3.15pm on Monday, Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children. There are currently 54 children on roll, who are in the early years age group. The pre-school supports children with special educational needs and/or disabilities and children, who speak English as an additional language. The pre-school employs seven practitioners. The supervisor and deputy hold qualifications at level 5, three practitioners hold qualifications at level 3 and one has completed the Introduction to Pre-school Practice. The other practitioner has suitable experiences to work with children. The pre-school receives support from the local authority and has strong links with Woodhall School and South Oxhey Children's Centre. The pre-school is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- enhance the already excellent links with support agencies to further support and develop children's care and learning.

Inspection judgements

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

The pre-school provides an exceptionally broad and diverse programme of activities and learning opportunities for all children. These are based on the children's individual likes, interests and the next steps in their learning, which are identified through rigorous assessment. Excellent links with parents help to ensure information about children's progress and opportunities to share in their learning are a very important aspect of the pre-school routines. The quality of teaching is outstanding because practitioners recognise that children have different styles of learning. Robust planning ensures that key persons build on individual children's recently acquired skills and they extend and support their learning to an exceptionally high level. Practitioners complete the progress check for children between the ages of two and three years and share a written summary with parents to enable them to support children's developing skills at home. A summary of the tracking system used to evaluate children's progress and their learning journals are moderated by senior practitioners at the children's centre. This ensures consistency in evaluating children's progress and enables the pre-school to use the recently devised

educational planning programme extremely effectively. This process helps to ensure all practitioners have a superb overview of each child's abilities and developing skills. Any gaps in children's progress are effectively identified and closed quickly. Children are exceptionally well prepared for their move to nursery and school.

The pre-school room is extremely well resourced, bright and cheerful with children's artwork displayed across the walls and ceiling. Practitioners use every opportunity to extend and build on children's interests. They value the input of parents, who have helped to build a frozen castle and a snowy grotto for the school fair. The structures are adapted and used to support children's imaginative play. Children are motivated, they are very keen and active learners. Practitioners place high importance of on the development of children's language and communication skills. Young children, who speak English as an additional language and those with special educational needs and/or disabilities, are supported extremely well. For example, practitioners use laminated displays and books with clear pictures and signage to show children the different activities, which they can take part in. Practitioners teach children to use technology with a variety of exciting activities and resources. Children are introduced to letters and words, songs and rhyming sounds linked to popular film characters and nursery rhymes as they watch and interact with the large, electronic white board screen. Most children are very confident in using microphones to sing along and dance in front of the other children. Some children and those, who are new to the setting, are developing in confidence as they watch and gradually move forward to join in and take part in group singing sessions. Practitioners support early number recognition by asking appropriate questions about the different numbers and colours in a simple magnetic fishing game. Children are fascinated by how the fish hold onto the end of the rod, they repeat actions to reinforce their learning. They take great care to position the swinging magnet in the right place to connect with the fish. Children show great delight and excellent coordination and concentration skills as they catch the fish. Older children are confident in making their needs known and ask for another fishing game to be put on the floor as there is no room for them to join in. Practitioners are excellent role models, they listen to what children say and support their play ideas.

Children are actively encouraged to move freely around the room and use the outside play areas. There is an excellent combination of child-initiated and adult-led activities planned into the daily routines. Children access the extremely well resourced, covered play area, directly outside the pre-school room, when the weather is wet and cold. Children are competent in finding their own coats as they get ready to play outside. They jump and play with the fake snow that is left over from the school fair. Practitioners use a tracking process to help them monitor how children use the pre-school room and outside play areas. This enables them to continually assess the environment and how children independently use the different play areas and resources. Consequently, practitioners have an excellent understanding of how the environment impacts positively on children's learning. They adapt and change the planning, resources and the layout of the room to promote children's learning to an exceptionally high level.

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

Children are clearly very happy and content at the pre-school. Practitioners know the children extremely well. They use the information recorded on the 'All about me' form and obtained through regular discussions with parents. This enables them to consistently support children's personal and social skills. There is a robust procedure to help children settle at the pre-school. When children speak English as an additional language, practitioners use important, comforting words in their home language to help them to settle and understand the timing of routines. The very detailed prospectus is given to new parents to take home. There are photographs of the pre-school room, so they can talk to their children about the areas, which they will use. For example, they will be familiar with where they can put their coats, sit at snack time and can recognise the cloakroom area. Most children leave their parents and carers with ease. Practitioners show a caring and consistent approach to children, who are new to the setting, to help them to settle and join in activities with their friends. Children are developing strong emotional bonds and their personal needs are met to an exceptionally high level. Routines and activities for the older children are adapted to help to ensure they have the skills to thrive and move onto new learning experiences with confidence and a strong sense of self-esteem.

Children's behaviour is outstanding because practitioners provide a warm and calm environment where they understand what is expected of them. They receive lots of appropriate praise and thanks for kind and good behaviour. Consequently, children learn to share, take turns and to be kind to each other. Highly skilled practitioners teach children to think for themselves and they are given time to consider what they want to do. They are involved in helping to tidy away toys and resources to help to keep the play areas safe. Children clearly show they understand how to keep themselves safe and healthy in this very stimulating and extremely well-managed environment.

Practitioners teach children about healthy lifestyles through well-managed daily routines. All practitioners attend food hygiene training, so they can provide a clean environment and share good practical advice with the children. Children are very confident in accessing the cloakrooms to wash their hands before eating. The snack and lunch time routines are planned into both the morning and afternoon sessions. This enables practitioners to support all children in their personal and social skills. Practitioners are excellent role models and they talk to the children about what is in their lunch box, so they learn which foods are healthy. Children help themselves to fruit and healthy snack options, they pour their drinks and help to tidy away. A hand-made, laminated book with pictures of the children at snack time and healthy foods is used to teach them about the foods that help them to grow and give them energy to play. This helps to support younger children and those, who need additional support with their understanding of daily routines. Children find their named place mats at lunch time and they trace the letters of their name to reinforce early reading skills. The place mats are used to identify any special dietary and cultural needs, so children's individual needs are recorded and met to an exceptionally high level.

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

The exceptionally well-qualified and experienced practitioners have very high expectations for the quality of care and learning that they provide for all children. The well-being and safety of children is of the highest importance for all practitioners. Children are protected because the pre-school uses the Local Safeguarding Children Board code of practice as the basis for their own safeguarding procedures. All practitioners are required to attend regular training to updated their safeguarding knowledge. They can identify the different areas of abuse and are confident in monitoring children's safety at all times. The supervisor and senior staff have excellent working relationships with the local authority support teams. This enables them to seek advice and offer support if they have concerns about children in their care. A robust recruitment and thorough induction process ensures all adults working with the children are suitable to do so. Detailed risk assessments for the pre-school site and for outings helps to ensure the safety and well-being of children at all times.

The leadership and management of the pre-school are inspirational. In the past year, the supervisor and deputy have completed an early years foundation degree and they are supported by a qualified teacher based at the children's centre. Regular appraisals, peer reviews and cluster meeting with other settings support the highly motivated and skilled team of practitioners. There is an extremely strong commitment to providing and maintaining an outstanding care and learning provision for all children. Practitioners use the Early Years Foundation Stage and supporting documents, such as the Evaluation Schedule. This enables them to consistently monitor the educational programme and plan and provide highly successful strategies to support and improve the achievements of all children over a sustained period of time. The pre-school has addressed the recommendation made at the last inspection and the next steps in children's learning are clearly identified in their learning journals. The pre-school attained a quality standard accreditation in 2012 and has recently passed the second review. There is a very comprehensive evaluation process. This clearly demonstrates that the management team and supervisor have an excellent insight into the management and quality of learning within the pre-school.

The partnership with parents is highly effective and is a very important aspect of how practitioners support and extend children's overall learning. Parents speak very highly about the practitioners, they say they can talk to them and they feel involved in their children's learning. The pre-school seeks parents' views through a variety of methods. Management use questionnaires, both by paper copy and email, open mornings and afternoons, so all parents have opportunities to attend. A leavers questionnaire has been introduced, so parents can share any thoughts and ideas on the overall service, which they have received. Practitioners are always available at drop off and collection times. Parents can make anonymous notes on laminated question boards at the entrance of the building and most are very happy to share any ideas that improve the communication and to support their children's progress. The pre-school has extremely strong links with local early years settings and local authority teams, which enables them to support children's individual progress to a very high level. Due to local restructuring and the re-location of some support services, there is scope to strengthen the links with services, which are now out of the immediate area. The pre-school has excellent working relationships with other early years settings. They provide a report of children's progress and interests and

welcome visiting teachers, prior to them moving onto nursery and reception class. Excellent links are extremely well established with the children's centre through which the pre-school access regular training opportunities. This helps to ensure all practitioners consistently build on their knowledge and professional development to continue to adapt and improve their already outstanding practice and learning opportunities for all children.

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

Unique reference number	EY408604
Local authority	Hertfordshire
Inspection number	849966
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	54
Name of provider	Busy Bee's Pre-school(South Oxhey) Ltd
Date of previous inspection	13/07/2011
Telephone number	07754520827

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

