

Busy Bees Pre-School

Village Hall, Main Road, Sutton at Hone, DARTFORD, DA4 9HP

Inspection date

13/01/2015

Previous inspection date

23/09/2009

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

- The key-person system is effective in ensuring that all children are learning, achieving and cared for.
- Parent partnerships are strong because staff work with parents to support their children in learning.
- The quality of teaching is good because staff encourage children to interact and share their experiences.
- All staff know the procedures to follow to safeguard and protect children, which helps to ensure children's safety and well-being.

It is not yet outstanding because

- Staff do not always enhance children's learning during adult-led activities by providing a wider range of creative resources and props to maximise their learning experiences.
- Children do not have access to fresh fruit on a daily basis. This means that good eating habits are not consistently promoted.

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 conducted a joint observation with the manager to observe the quality of teaching and practice.
- The inspector toured the premises indoors and outside.
- The inspector spoke to parents to capture their views on the provision.
- The inspector observed and spoke to staff and children.
- The inspector reviewed documentation including children's assessments, policies, and accident records.

Inspector

Sama Saheed

Full report

Information about the setting

Busy Bees Pre-School registered in 1999. It operates from a village hall in Sutton at Hone, Kent. The setting is registered on the Early Years Register. The setting includes a hall, separate kitchen area and enclosed outdoor play area. The nursery is open each weekday from 9.15am to 12.15pm during school term times only. There are currently 21 children aged from two years to under five years on roll. Children come from the local and wider community. The nursery currently supports a number of children with additional needs and EAL. The nursery employs six staff. The majority, including the provider hold appropriate early years qualifications. The nursery provides funded nursery education for two, three and four-year-olds and receives support and advice from local authority early years professionals.

What the setting needs to do to improve further

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

- improve children's understanding during adult-led activities by using simple creative objects that children can easily use
- provide further opportunities for children to access healthy options on a daily basis to promote good eating habits.

Inspection judgements

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

Staff plan effectively for children's learning because they observe, plan and assess children's achievements through an effective key-person system. The key person monitors their key children's achievements and plans their next steps. This means that all children are making good progress against their starting points. Tracking and assessments are strong and include accurately completed progress checks for children when they turn two years old.

Staff support children's literacy and understanding of the world well. For example, during a mark making activity staff asked children if they could draw circles and write letters of their names on their work. Staff positively praised children which encouraged them to enjoy their mark making and to concentrate as they created pictures. These interactions mean that staff support children's creativity and personal, social and emotional development well. Children develop a good awareness of mathematics as staff use displays in the environment and support them through skilful interactions. During a water play activity children captured an octopus in a fishing net. Staff took the opportunity to

check children's understanding of how many legs the octopus had. Children enjoyed counting the legs with staff. This helps children to develop early mathematics skills and be ready for school.

Children communicate well because staff ask questions that promotes children's thinking skills so that they give more than one word answers. This is because the quality of teaching is good. For example, when staff were leading an activity about the weather, they asked children to share their experiences of what they did outside. This promotes positive interaction and boosts children's communication and language. On minor occasions staff use props and resources that do not maximise children's learning experiences. For example, when talking about the weather with children staff created weather clocks that were difficult for the children to put together. Staff did not give children simple props to try and put together themselves. Children enjoy physical exercise and staff transform the room towards the end of the session and children get to practise swinging hula hoops and balancing on beams. Children have the opportunity to play outdoors daily in the enclosed outside area. They also take frequent walks to the adjoining parks.

Children with additional needs and English as an additional language are achieving because staff work well with parents to gain starting point information and in planning for children's learning. Staff organise frequent stay and play sessions for parents and carers. Consequently, learning between home and pre-school is well established and strong parent partnerships are forged.

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

The environment is well-resourced and stimulating for children as they independently explore the wide range of resources. For example, they enjoyed playing together and taking turns to knock down skittles. Each child is assigned a key person in line with the requirements of the Early Years Foundation Stage. This helps children to develop strong and appropriate bonds with staff, which supports their development and learning. Children behave in a positive and well behaved manner because staff explain to them the importance of sharing resources and being patient as they wait in line. This teaches children to regulate their own behaviour and promotes their independence.

Staff promote physical exercise very well. However, at snack times they do not always provide children with fresh fruit options. This means that healthy eating habits are not consistently promoted. Hygiene is taken seriously by staff as they ensure that all children wash their hands before eating. This helps children to be clean and healthy.

Staff ensure that children are safe by assessing the environment for risks and promptly removing any potential hazards. An appropriate number of staff have paediatric first-aid certificate to ensure that they can respond to children in the event of an accident or emergency. Staff accurately maintain records of children's accidents and medical treatments, including written parent's permissions.

Children are emotionally supported as they move onto the next stages in their learning because staff take the time to introduce children to local schools and show children the school uniforms. For example, staff display the uniform of the local school in the provision. This helps children to eagerly anticipate their next steps in learning.

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

The manager shows a strong commitment to ensuring that staff are trained and up to date in their knowledge of safeguarding and protecting children. This means that staff can identify the signs of child abuse and know the procedures to follow to keep children safe if they are concerned about their welfare. The safeguarding policy is effective and includes the procedure for the use of mobile phones and digital media within the pre-school. This helps to protect children in line with the welfare requirements. All staff have undergone disclosure and barring service checks to ensure that they are suitable to work with children. Effective recruitment processes including references and interviews, which ensures that staff are well qualified and able to deliver good quality education and care to children. Staff are positively supported in their continuing professional development. The manager identifies their strengths and areas for improvement through peer observations and regular support and supervisions. This means that staff are able to confidently support children to progress and achieve.

The manager works well with the local authority to strengthen learning areas within the pre-school. For example the manager has used the Kent tracking system to analyse individual and groups of children's progress within the pre-school. As a result, learning areas for understanding the world and mathematics have been improved. This shows good and effective monitoring of the provision. The manager reflects well on how the pre-school can improve, and informally includes the views of parents and children through conversations. Children choose what they like doing in the nursery through picture cards of various resources.

Children with special educational needs are making great gains because all staff quickly identify their needs and work with the local authority to provide appropriate interventions. This shows good partnership working with external organisations. Parents share that when their children started in the nursery they could not speak any English. The staff have worked well with the parents to help children with English as an additional language communicate fluently in English. This is an example of good parent partnerships and the impact of effective teaching on children's learning.

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	127070
Local authority	Kent
Inspection number	840607
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	21
Name of provider	Lisa Suzanne Marchant
Date of previous inspection	23/09/2009
Telephone number	07891 282353

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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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