

# Busy Bees (Chirbury)

The Playing Fields, Chirbury, MONTGOMERY, Powys, SY15 6BN



## Inspection date

23 January 2015

Previous inspection date

12 February 2009

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | Previous inspection:    | Good        | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good        | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good        | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good        | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Staff provide interesting and challenging activities that are well matched to the individual needs of all children, which supports them to make good progress in their learning.
- Children are developing good communication and language skills. They are able to speak clearly, links sounds to letters, and interact well with other children. This is because staff promote communication and language effectively.
- Staff have effective partnerships with parents and other professionals, which enables gaps in children's learning to be closed consistently and swiftly.
- Children's health and hygiene are promoted well. Staff give parents advice and guidance in order for them to provide healthy snacks. Children know how to wash their hands to remove germs.
- Children are very well behaved. They follow the rules of the pre-school, for example, they tidy up toys before getting new ones out to help keep the environment tidy and safe.
- Staff are pro-active in keeping children safe and free from possible harm or abuse. Staff have attended child protection training and the pre-school implements robust recruitment procedures to ensure all staff are suitable to work with children.

### It is not yet outstanding because:

- Staff do not always make the most of children's free play to provide opportunities for children to solve number problems.
- Staff occasionally disrupt children's play to offer the next activity in the routine. This means at times, children's active learning is interrupted and they are not able to complete their play and learning to their own satisfaction.

## What the setting needs to do to improve further

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

- maximise children's skills in solving number problems, for example, by including this focus as part of their free play activities
- enhance children's active learning, for example, by allowing them to finish tasks to their own satisfaction before moving them on to other activities.

### Inspection activities

- The inspector observed activities in the main room as well as one of the outdoor areas.
- The inspector observed lunch time in the school hall.
- The inspector spoke to members of staff, the committee chairperson and children at appropriate times during the inspection, and held a meeting with the manager of the pre-school.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a sample of children's records, planning documentation, evidence of the suitability of staff and committee members working and managing the provision, and a range of other documentation, including policies and procedures to safeguard children's welfare.

### Inspector

Scott Oliver Thomas

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide rich and varied activities to promote children's development across the seven areas of learning. Children are able to freely access a wide range of toys that are well matched to the range of children who attend. Children are excited by the dinosaur resources related to the current learning theme. They use torches to explore the 'Dinosaur Den', as they make up adventure stories about looking for dinosaurs. Staff extend and enhance children's learning to introduce storylines, and the names of dinosaurs. As a result, children are making good progress in their communication and language skills. Staff introduce counting and numbers within children's play. For example, children count how many children are at pre-school today during circle snack time. Other opportunities, such as role play, are not used to reinforce and extend children's number skills. The routine of the day is generally well balanced and provides children with some opportunities to lead their own learning. However, staff are sometimes too keen to move children on to the next activity. They interrupt children's learning which means that children do not always get the opportunity to fully complete their activities and maximise their learning.

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

The environment is extremely welcoming and vibrant. Staff have good relationships with children. Children are pleased to see staff when they arrive and take pleasure in telling their key person about their learning achievements. Children have opportunities to be active and engage in physical play both in the outdoor areas and during Forest School sessions. They know that keeping fit is good for their health. Children eat healthy snacks and meals which are provided by parents. Staff give guidance to parents on healthy eating for children. Children develop an understanding of their diverse community. They learn about the individual needs of other children, and celebrate festivals at the local church. Children benefit from eating their lunch with the host primary school, in the school hall. This supports their social skills and helps them get ready for the move to school.

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

The manager knows how to promote children's learning and keep children safe. There are robust policies and procedures in place. Staff know them well and act vigilantly to protect children. For example, they ensure photographs of children are kept safe. The manager and committee are committed to providing the very best care and learning opportunities. They use self-evaluation to accurately identify their strengths and weaknesses, and targets for improvement. As a result, the pre-school has made progress since the last inspection. Monitoring systems are robust. Staff receive appropriate support and training, which has a positive impact on children's experiences. Staff have identified how different groups of children learn best and use this information in their planning. Staff work well with parents to enable them to support their child's learning at home. For example, children take a library book home to read. The Special Educational Needs Co-ordinator for the pre-school works effectively with professionals, in order to close gaps in children's learning.

## Setting details

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Unique reference number</b>     | 224059                         |
| <b>Local authority</b>             | Shropshire                     |
| <b>Inspection number</b>           | 968255                         |
| <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>      | 16                             |
| <b>Number of children on roll</b>  | 21                             |
| <b>Name of provider</b>            | Busy Bees (Chirbury) Committee |
| <b>Date of previous inspection</b> | 12 February 2009               |
| <b>Telephone number</b>            | 01938 561272                   |

Busy Bees (Chirbury) was registered in 1995. It is situated in the grounds of Chirbury C of E VC Primary School. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one holds an Early Years Foundation Degree. The pre-school opens Monday to Friday 9am to 3pm term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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