

Busy Bees Pre-School

Scout Hall, Off Woodlands Road, Allestree, Derby, Derbyshire, DE22 2HE



Inspection date

3 March 2015

Previous inspection date

13 April 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are active learners. They are interested in the good range of equipment and activities on offer. Children of all ages sit and listen well at story time and join in enthusiastically with rhymes and songs.
- Staff have a very clear understanding of the learning and development needs of their key children. They actively adapt activities to suit children's needs and interests. All children make good progress. Those who need extra support make rapid progress.
- Children are very well settled into the setting. They form strong relationships with staff and receive good levels of individual care and attention, especially when they seek comfort from an adult.
- Robust policies and procedures to safeguard and protect children's welfare are in place, understood and routinely followed by adults. Children are cared for in a safe and secure environment.

It is not yet outstanding because:

- In conversation and discussion with children staff do not always use the opportunity to question and extend children's thinking and language development well enough.
- One-to-one meetings between the owner and staff are not a fully established part of the staff development process. They do not include feedback on all the information held about the quality and impact of staff's work on children's learning and development.
- Parents contribute to the self evaluation of the setting at a late stage in the process. They are not regularly involved in the ongoing evaluation of the setting.

What the setting needs to do to improve further

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

- develop how adults use opportunities to ask children questions to extend and challenge their thinking so that it is consistently good in all types of activity
- improve staff one-to-one meetings with leaders and managers so that they include all the monitoring information available to managers and give staff a clearer understanding of their progress and development
- provide more regular opportunities for parents to offer ideas and share their views about the quality of the setting so that they are more involved in the setting's self evaluation process.

Inspection activities

- The inspector observed activities in the playroom, the outdoor play area, the large Scout hall and the garden.
- The inspector held meetings with the owner and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of the inspection.
- The inspector looked at planning documentation, evidence of the suitability of staff working with the children, a range of other documentation, including policies and procedures, and children's records.

Inspector

Joanne Mary Smith

Inspection findings

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

Staff accurately assess what children know, understand and can do. They use assessment well to identify highly relevant aspects of development on which to focus their work with individual children. Staff are well-qualified and experienced. They have a secure understanding of how children learn and use their knowledge well to adapt activities and resources to meet the changing needs and interests of children. Use of opportunities to expand and develop children's thinking and language development is inconsistent. Staff often skilfully ask questions and allow children time to consider their responses. At times, however, they move on too quickly and miss opportunities to ask children more challenging questions, such as what they think a conker is or what would happen if they planted a conker. When staff assess that a child may need extra support they actively engage with parents and other professionals. They are not complacent. When an assessment identifies specialist support is not necessary, staff devise detailed plans for the child to speed progress to close any gaps in the child's development.

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

Careful attention is given to helping children to prepare for starting at the setting and for moving on either to school or nursery school. Children quickly become familiar with routines in the setting and understand what is expected of them. When staff clap their hands, for example, children know they need to be still and listen. Children behave very well. Minor disagreements are dealt with sensitively. Adults help children to understand the impact of their actions, and support them to negotiate and share equipment. Children move freely between indoors and outdoors, and enjoy playing in the outdoor area. In the separate garden children explore and investigate the natural environment. They delight in finding conkers, cones, and worms, using magnifying glasses with skill. In poor weather some children miss out on these experiences because access to this area is limited to children who have suitable footwear for muddy conditions.

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

A good range of clear and relevant policies and procedures is in place to support staff to meet the care, wellbeing and learning needs of children. Leaders and managers have well-established systems to monitor the quality and impact of teaching in the setting. The information gathered from monitoring is not used well enough in one-to-one meetings with staff to help them gain a clear understanding of their own development needs. Monitoring information is used well to make changes and improvements to what is provided for the children, and staff contribute to improvement discussions on an ongoing basis. Detailed information is given by parents to the setting before children start to attend and parents receive regular, accurate information about their child's development and progress. They are not fully involved in the ongoing review and evaluation of the setting, their views are mainly sought towards the end of the annual process limiting their contribution to improvement ideas.

Setting details

Unique reference number	206126
Local authority	Derby, City of
Inspection number	1003607
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	56
Name of provider	Jane Bailey and Sharon Batchelor Partnership
Date of previous inspection	13 April 2011
Telephone number	01332 510202

Busy Bees Pre-School was registered in 1999. It is a privately owned provision and operates from the annexe of the Scout headquarters, which is situated to the rear of the main building in Allestree, Derby. It is in receipt of funding for the provision of free early education to children aged two-, three- and four-years old. It is open from 9.15am to 3.15pm each weekday during school term times.

The setting employs 11 staff to work with the children. Ten staff hold an appropriate early years qualification and the owner has a BA (Honours) degree in Early Childhood Studies and Early Years Professional Status.

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