

Bizzy Bees

The Memorial Hall, Bedford Road, Wootton, Bedford, Bedfordshire, MK43 9JB



Inspection date

13 March 2015

Previous inspection date

30 September 2009

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 explore a wide range of activities under the supervision and guidance of staff, who are skilled in developing their progress. Accurate observation and assessments of what children know and can do, means that staff enable them to make good progress in their learning. Children are acquiring the necessary skills to be ready for school.
- The staff use cues, such as music, to help children to prepare for changes in the routine. This helps children to feel confident and ready to move on to the next activity, such as tidy up time and lunch.
- The key person approach is effective in helping children to settle. The close working with parents and attention to finding out about children's home lives helps staff to meet the needs of all children.
- The supportive leadership and management team encourage staff to undertake further training and development. There is a culture of mutual support among the long standing team who use their new skills and ideas to bring about changes in practice for the benefit of children.
- Parents praise the pre-school and the valuable role it plays in the local community. This is because partnerships with parents are strong, information is shared freely between the pre-school and home and parents play an active role in the committee and running of the group.

It is not yet outstanding because:

- The registration and circle time is loud, as the two groups greet each other and sing songs at differing times. This means that it is not fully beneficial for developing children's listening skills.
- On occasion, children sit and wait for planned activities to take place and do not have challenging and stimulating activities to engage in during this time.

What the setting needs to do to improve further

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

- review the arrangements for the registration period and group time, to ensure that children are able to listen and respond to staff in order to maximise learning at these times
- enhance children's learning by making sure that adult-led activities are well planned and include ways for children to be engaged and stimulated, while waiting for things to happen.

Inspection activities

- The inspector spoke to parents, children, staff and the chair person of the committee during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a variety of documentation including, self-evaluation, policies and procedures, evidence of the suitability of staff and committee members and children's development files.
- The inspector observed children's activities inside the main room and in the garden area.

Inspector

Hayley Marshall

Inspection findings

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

The staff at the pre-school plan a wide range of activities to support children's good progress. Children enjoy role play and imaginatively take on roles and act out their ideas. The good quality of teaching helps children to build upon what they already know and sparks their interest and curiosity. Children make cakes with staff, where they learn about food and count as they do so, supporting their mathematical skills. Staff talk to children and show them visual clues about what will happen. This is beneficial for children who speak English as an additional language who quickly become confident to express themselves. During registration and circle times, children separate into two groups. During these times the noise levels rise, which means that children cannot effectively listen to the staff or each other, meaning their learning is not maximised at this time. The children are able to lead their play. They move between the garden and indoors and bring in things that interest them to show staff, such as ants. There is a successful balance between adult-led and child-led activities. However, children are sometimes left waiting for periods of time as the staff prepare the activity. This means that during this time, children do not have any meaningful engagement to continuously challenge and interest them.

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

The children are happy and settled at the pre-school. They are fond of the staff, who are sensitive towards them and their feelings. Staff offer reassuring cuddles when children need it and listen to children's views and ideas. Children are confident and independent in what they can do. This helps them to develop emotional resilience, equipping them well for moving on to school. Children take measures to protect themselves and manage risks. They put on safety helmets before riding bikes and enjoy challenging themselves. For example, children teach themselves to ride two wheeled bikes, and learn about how to stop and go to help them to travel safely around others. Children gain an awareness of healthy eating during snack times. Staff sit with children as they select what fruit they would like and teach them about food and exercise that is good for their bodies.

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

The staff all have a thorough understanding of the comprehensive policies and procedures that relate to keeping children safe. They carry information cards containing all relevant contact numbers and reminders of what to do if they have a concern about children's welfare. This helps to create a safe place, where children are able to explore and learn freely. The manager carries out reviews of the quality of teaching and assessments. She uses reflective practice, along with staff supervisions, to determine where improvements can be made. The pre-school has addressed recommendations from the previous inspection, and has robust future plans to further strengthen the good quality of care provided for children. By working closely with other professionals who are involved in children's lives and other settings, staff are able to provide a seamless move between home and the pre-school.

Setting details

Unique reference number	219111
Local authority	Bedford Borough
Inspection number	865774
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	59
Name of provider	Bizzy Bees Pre-School Committee
Date of previous inspection	30 September 2009
Telephone number	01234 767785

The Bizzy Bees Pre-school was established in 1972, and was registered with Ofsted in 1993. The pre-school employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday, term-time only. Sessions are from 9am until 12 noon and 12.45pm until 3.45pm. There is an optional lunch club which runs between 12 noon and 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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