

# Busy Bees Pre-school

Hodgson Centre, Hodgson Avenue, Peterborough, Cambridgeshire, PE4 5EG



## Inspection date

22 May 2015

## Previous inspection date

17 March 2011

<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

- Staff provide children with a stimulating environment where they can explore and follow their own interests. As a result, children are developing skills through play and making good progress in all areas of learning.
- Parents speak highly of the pre-school and appreciate how they are well informed and involved in their children's learning. These strong partnerships also help staff to understand what interests children at home, how this can be extended at pre-school and ensure their care needs are met.
- Support for children with special educational needs and/or disabilities is especially good. The designated member of staff is skilled in her role and due to her diligence, has strong links with others who can help her to improve outcomes for all children. Consequently, children receive the help they require and thrive at the pre-school.
- Staff form warm and trusting bonds with children. This helps children feel confident and secure in the pre-school and enjoy their time playing and learning.
- Staff know how to keep children safe and how to report concerns they may have. They follow good procedures in their day-to-day work, consequently, children can play and learn without fear of harm.
- Self-evaluation is used effectively to reflect on practice and develop action plans to improve outcomes for children. The views of parents and staff are sought and this helps to drive forward improvements successfully.

### It is not yet outstanding because:

- On occasions, staff do not intervene in children's freely chosen play in a timely or appropriate manner. This means that some learning opportunities are missed and children's deeper involvement in activities is not fully promoted.

## What the setting needs to do to improve further

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

- support and challenge children's learning even further, for example, by increasing staff awareness of when to intervene and participate more directly in their activities.

### Inspection activities

- The inspector observed activities in the main room and in the outside learning environment.
- The inspector held meetings with the proprietor/manager and deputy manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector and deputy manager took part in a joint observation.
- The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

### Inspector

Jacqueline Baker

## Inspection findings

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

Staff prepare the learning environment daily and carefully consider the activities that will interest children. Consequently, children arrive excitedly at pre-school and are keen to investigate and learn. Staff make good use of the outside space and ensure children can experience a wide range of learning opportunities both planned and incidental. For example, staff encourage children to watch parent birds feeding their young in the bird box in the garden. This helps children to learn about living creatures and promotes discussion readily. Teaching is consistently good or better. However, there are times when some staff do not always recognise learning opportunities during children's freely chosen play and miss the chance to extend learning appropriately. For example, staff overlook opportunities to play alongside children and model play at the water course. Children are prepared well for school as they learn to listen carefully, practise early writing and count. Links with schools and other providers are good. This supports children's moves to school and their continued good progress towards the early learning goals.

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

Children are confident and happy to move around the pre-school and find their own playthings. Resources are of good quality and support children's development across the seven areas of learning. Independence is encouraged and children are able to attend to their own self-care needs. Healthy snacks are served and this enhances children's understanding of what is, and what is not good for them. Behaviour is good and staff offer consistent messages about what is acceptable at pre-school. Staff consider children's safety and encourage them to think carefully about how to play without risk of harming themselves or their friends. Children are especially careful as they ride bicycles and take part in vigorous physical games.

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

The proprietor/manager understands her responsibilities and strives to ensure children have the best early years experiences. Monitoring of individual children and the educational programmes is in place and clearly identifies those needing further support to make good progress. Good recruitment procedures are implemented together with background checks, induction and supervision of staff to ensure they continue to be suitable for their roles. A training programme is in place and supports staff well in gaining the skills and knowledge they require. This is especially evident and successful in relation to training around special educational needs and/or disabilities. Appropriate staff cascade learning to colleagues effectively and provide a comprehensive library of information to help their own learning. Ultimately, this benefits children needing particular interventions and support.

## Setting details

<b>Unique reference number</b>	256752
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	867043
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Mary Ryan
<b>Date of previous inspection</b>	17 March 2011
<b>Telephone number</b>	07762 125794

Busy Bees Pre-school was registered in 1988. The pre-school employs seven members of childcare staff. All hold appropriate early years qualifications including one with Early Years Professional status. The pre-school opens Mondays and Thursdays from 9am until 3pm, and on Tuesdays, Wednesdays and Fridays from 9am until 12.30pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It also supports children with special educational needs and/or disabilities.

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