Busy Bees





Inspection date	12 June 2015
Previous inspection date	10 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meer range of children who attend	ts the needs of the	Good	2
The contribution of the early years provof children	rision to the well-being	Good	2
The effectiveness of the leadership and early years provision	management of the	Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff provide a wide range of interesting activities and resources both indoors and outdoors. As a result, children are eager to explore and are motivated in their learning.
- Positive relationships exist between staff and children. Consequently, children are happy and secure, and demonstrate high levels of self-esteem and independence.
- Children's language and communication skills are promoted exceptionally well. All children, including those with additional needs, are supported in developing and extending their vocabulary and make good progress in their overall development.
- Positive partnership with parents and other agencies means that children benefit from consistency of care and learning between home and the pre-school.

It is not yet outstanding because:

■ Evaluations of staff's practice are not yet precise enough to fully identify how to support them in strengthening their teaching skills.

What the setting needs to do to improve further

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

improve evaluations of staff's practice to fully support them in strengthening their teaching skills so children's learning can be further enhanced.

Inspection activities

- The inspector observed children during a range of activities.
- The inspector sampled documents including policies and records of children's learning.
- The inspector spoke to parents and took into account their views.
- The inspector and deputy manager conducted a joint observation.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.

Inspector

Helen Harper

Inspection findings

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

The quality of teaching is good as all children, including those with additional needs, make good progress and are well prepared for their move to school. Children are supported well in acquiring mathematical skills. For example, children use magnifying glasses to look at a spider and staff encourage children to count the spider's legs and then show them eight fingers. Staff discuss shapes using everyday items like the hole puncher. Children enjoy creating circles and also identify hexagons, stars and squares on the wall poster. Children enjoy writing and learning about letters and sounds in their names during their play and this supports their literacy development. Staff challenge children's thinking as they work out how to bridge the gap between the beams. Children are allowed to take risks and staff support them well ensuring they are also kept safe. This is important as children need time and space to explore and try out their own ideas.

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

Children are listened to, given choices and their needs are always put first. This means they develop confidence and independence that helps to prepare them for their move to school. Staff discuss foods that are healthy during role play as children sort them into baskets. At snack time, children find their own names, pour their own drinks and serve themselves a variety of healthy foods. Children receive praise and encouragement as they learn and share. Staff set clear boundaries and give clear explanations to support children's understanding of keeping safe. This means that their behaviour is very good. Children learn as they play in the role play hospital. They bandage themselves up and staff support them in counting their toes and discussing the importance of bones. By using correct vocabulary, children learn new and complex words, such as 'metatarsals', and their learning is challenged. Staff have attended training to support children with specific medical needs into the pre-school.

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

Staff use observations and assessments to plan to support children's learning and development in all areas of learning. Staff monitor children's progress carefully and this means they are able to identify and address any gaps in learning. Staff have development plans in place so that continuous growth of the pre-school is identified. For example, plans are in place to help children and families learn about e-safety at home. However, evaluations of staff's own teaching practice are not yet fully in place meaning that not all their skills are used to their full potential. Staff have a good understanding of keeping children safe which means that they can support and identify any child protection concerns they may have. Good communication with parents and other agencies means that there is continuity and consistency in all children's care and learning.

Setting details

Unique reference number EY438222

Local authority Hampshire

Inspection number 824332

Type of provision Sessional provision

Registration category Childcare - Non-Domestic

Age range of children 2 - 5

Total number of places 22

Number of children on roll 35

Name of provider Sharon Brayer

Date of previous inspection 10 May 2012

Telephone number 07715353635

Busy Bees re-registered in 2011. It operates from St Johns church hall in Bashley, New Milton, Hampshire. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school opens on weekdays during school term times. Sessions are from 9am until 2.30pm on Mondays and Wednesdays and from 9am to 12 noon on Tuesdays, Thursdays and Fridays. The pre-school employs six staff who all hold appropriate childcare qualifications.

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