

# Busy Bees Pre-School

Busy Bees Pre-School, The Nursery Centre, Shrewsbury Road, Church Stretton,  
Shropshire, SY6 6EX



## Inspection date

21 April 2015

Previous inspection date

4 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- All children make good progress in their learning because teaching is consistently good. Consequently, the children are well-prepared for school and are on track to achieve a good level of development at the end of the Early Years Foundation Stage.
- Staff are well-qualified and experienced. This is reflected in the good quality care and teaching. They work very well as a team under the strong and consistent leadership of the nursery manager.
- Children know how to behave and staff are consistent in their use of praise. The children are developing respect for others; they are kind to one another and form firm friendships at the nursery.
- Regular story times and high quality books covering a wide range of relevant topics, including same sex parents and adoption, help to secure the children's love of literacy, to develop their communication and language skills and their understanding of the world.

### It is not yet outstanding because:

- Although self-evaluation is accurate, parents and children make few contributions to the assessment of the settings strengths and areas for development.
- Staff do not consistently encourage children's developing independence at lunchtimes. At times, staff are too quick to intervene and cut up the children's food rather than encouraging children to increase their skills using knives and forks.

## What the setting needs to do to improve further

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

- improve the effectiveness of the self-evaluation by including the views of parents and children
- increase the opportunities for children to develop their independence during lunchtimes. For instance, by enabling the children to serve themselves and to develop their skills when using cutlery.

## Inspection activities

- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors.
- The inspector held meetings with the leaders and staff.
- The inspector looked at a range of documentation including children's learning storys and the adults' planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all adults working at the nursery; and the professional qualifications and training of staff and leaders.
- The inspector conducted a joint observation with the leader.
- The inspector took account of the views of parents and those of children spoken to on the day.

## Inspector

Deborah Jane Udakis

## Inspection findings

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

The nursery's curriculum provides a wealth of exciting and challenging activities across all areas of learning. Staff skilfully match activities to children's individual learning and development needs. For instance, activity plans set out different levels of challenge to support the learning of children across the age groups. Staff extend the more able children during their play and learning by asking more probing and challenging questions. The environment and resources are of good quality and support all children's good learning, including those who are learning English as an additional language. Leaders and staff identify potential gaps in learning through careful and systematic monitoring. Consequently, staff effectively identify and plan for children's next steps in learning. During outdoor play the children show high levels of energy and fascination. For instance, in the mud kitchen the children are confident to get their hands dirty as they dig and use magnifying glasses to explore the worms and ants they find in the soil.

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

Children are being well-prepared to enable them to make valuable contributions to their lives in modern Britain. They are developing confidence, both physically and emotionally. The relationships between them and the adults are warm and trusting. The younger children snuggle into the adults during story time. They giggle with delight when the adult tickles their tummies 'just like the mummy octopus' in the story. Staff provide good quality supervision and consistent support to the children. Snack times are well-organised and designed to support children's independence and choice. However, during lunchtimes staff often intervene and do simple tasks, such as cutting up children's food, when children are capable of doing this for themselves. Children are developing a good awareness of the harmful effects of the sun. They apply sun screen or are helped to do so, and wear sun hats to protect their heads.

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

Leaders and staff are ambitious for the success of the setting. They share a good knowledge of the Early Years Foundation Stage. They are quick to identify areas for improvement and take effective and concerted action to overcome weaknesses. Safeguarding protocols and procedures are rigorous and thorough. Written policies effectively address the use of mobile phones, internet safety and use of digital cameras. Leaders and staff take all reasonable steps to protect the children in their care. For instance, all staff are subjected to scrutiny to ensure their continued suitability to work with children. Effective performance management and quality assurance arrangements are in place, and the manager provides regular support and supervision to all staff. Parents are very involved in their child's learning at the setting. They work closely with staff to develop a consistent approach to their child's learning at the setting and at home. However, parents and children play too little part in the nursery's self-evaluation.

## Setting details

<b>Unique reference number</b>	224060
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1007310
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Busy Bees (Church Stretton) Committee
<b>Date of previous inspection</b>	4 November 2014
<b>Telephone number</b>	01694 724 812

Busy Bees Pre-school was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a management committee. The pre-school operates from a building within the grounds of St. Lawrence's Primary School in Church Stretton, Shropshire. The pre-school opens Monday to Friday, during term time only, from 8.30am to 3.00pm. Children have access to an enclosed outdoor play area. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently four staff working directly with the children, who all have an appropriate early years qualification. Of these, one has Early Years Professional Status and a MA in Early Childhood Education, another has a BA (Hons) Degree in Early Years, one holds a level 5 Foundation Degree and another has a qualification at level 3. The pre-school receives support from the local authority.

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