

Busy as Bees

St. Saviours Church Hall, 69 Brockley Rise, LONDON, SE23 1JN



Inspection date

30 September 2015

Previous inspection date

2 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children settle well, make friends and their behaviour is good. Children enjoy close relationships with their key persons, who help them feel settled and secure.
- Parents are positive about the pre-school. They have regular meetings with their child's key person and are well informed about their progress. They report that staff share ideas on how they can support their children's further learning at home.
- Children enjoy a good range of activities. Activities are planned from children's interests and children make good progress in their learning and development.
- The setting is managed well. Staff have good opportunities to attend training courses, to improve their interaction with the children and outcomes for their learning.
- Staff have a secure understanding about how to keep children safe and take effective action to maintain a safe play environment for children.
- Staff work closely with other professionals and settings to share relevant information about the children they care for to help ensure continuity in children's learning.

It is not yet outstanding because:

- Staff are not always successful in challenging children to explore their own ideas as a way of enhancing their learning.

What the setting needs to do to improve further

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

- increase opportunities for children to think about and test their own ideas.

Inspection activities

- The inspector observed teaching and the impact this had on children's learning indoors and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of staff suitability and a range of other documentation, including policies and procedures.

Inspector

Tracey Murphy

Inspection findings

Effectiveness of the leadership and management is good

The manager has a good understanding of the requirements of the Early Years Foundation Stage. She works closely with advisors from the local authority to identify areas for improvement and acts on these quickly. She uses various assessment tools to identify the progress children make, which she shares regularly with parents. Safeguarding is effective. A robust recruitment process helps to ensure that staff are suitable to work with children. Staff have a good understanding of safeguarding matters and what to do if they have concerns about a child's well-being. Staff receive good support from management to improve their practice, for example, through training courses; the impact of this is seen in the progress children make. The manager works closely with outside agencies to ensure children receive the support they need.

Quality of teaching, learning and assessment is good

Staff guide children's learning, building on the precise observations they make to assess children's progress. They use effective techniques to support children who are not achieving as well as they might, and the gaps in their learning are closing. Staff focus well on supporting children's language and communication. For example, they are calm and clear when speaking and use pictures to help children who are learning English as an additional language and those with speech and language difficulties. Staff make good use of opportunities that arise during the day to promote early literacy and skills in mathematics. The key-person system works effectively to engage parents in their children's learning and they are well informed about their children's progress.

Personal development, behaviour and welfare are good

Children play and explore happily and with confidence. Staff implement good settling-in procedures. They establish good links with other settings children attend and share useful information about children's achievements. Staff are good role models and teach children to treat each other with respect and to value people's differences. Children are encouraged and supported to be independent and to manage their own personal needs. For example, children tidy away toys after use, pour drinks and make their own snack. Children show they feel safe and engage in activities to explore their environment. Staff are clear about the importance of being healthy.

Outcomes for children are good

All children make good progress in their learning and development. Children are becoming independent and acquiring the skills they will need when they move on to school.

Setting details

Unique reference number	EY338542
Local authority	Lewisham
Inspection number	834893
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	44
Number of children on roll	29
Name of provider	Margaret Ritchie
Date of previous inspection	2 March 2011
Telephone number	0208 6995943

Busy as Bees is a privately owned setting and registered in 2006. It operates from a church hall in Brockley, in the London Borough of Lewisham. Opening hours are Monday to Friday, 8.45am to 12.45pm, term time only. There are seven members of staff including the manager; all have relevant childcare qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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