

Busy Bees Pre-School

Dukinfield Baptist Church, Birch Lane, Dukinfield, Cheshire, SK16 5AP



Inspection date	6 October 2015
Previous inspection date	1 October 2010

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

- Staff plan an extremely inviting and challenging environment to help provide children with interesting, creative and imaginative experiences based upon their learning needs and interests. Children enjoy learning and they develop the skills they need to be ready for their next stage in learning.
- Staff have developed good partnerships with parents. They successfully involve parents in their children's learning and regularly share the progress they make. This helps to provide consistency for children's learning.
- Children are happy and well settled in their environment. They have secure and positive relationships with staff and they thrive on the good quality care they receive. This contributes to their physical and emotional security.
- Children develop confidence in their ability to do things for themselves. The environment is child-centred and accessible. This helps children to make independent choices about their play and learning.
- The manager has developed effective systems to evaluate all aspects of the pre-school. She effectively identifies priorities for improvement, taking on board the views of staff, parents and children. This contributes to improved outcomes for children.

It is not yet outstanding because:

- Systems to monitor the progress of different groups of children are in the early stages and are not yet highly effective enough to enable the manager to identify any group requiring targeted and specific support.
- Staff do not always recognise when some children are not actively involved in activities, to ensure children are fully engaged and interested at all times.

What the setting needs to do to improve further

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

- develop further the system for monitoring the progress of different groups of children, and evaluate and monitor its effectiveness
- make the most of opportunities to fully engage younger children in activities, to further support them in becoming involved in sustained activities.

Inspection activities

- The inspector completed a joint observation with the pre-school manager who is the provider.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.
- The inspector looked at a sample of documentation including safeguarding policies, children's learning records, the provider's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector toured the areas of the premises used for the purposes of childcare.

Inspector

Helen Gaze

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff protect children's safety and welfare well. They attend relevant child protection training and have a good awareness of the possible signs of abuse and neglect and of how to report concerns. The manager provides staff with ongoing support through appraisals, supervision and team meetings. Staff are fully supported in their continued professional development and attend specific training to help improve their personal effectiveness. The manager monitors staff performance and carefully observes all children's progress to identify possible gaps in learning. The manager has begun extending the monitoring systems to assess the progress of different groups of children, including those who are in receipt of funding. However, these systems are not yet fully embedded to identify any group of children requiring targeted and specific support.

Quality of teaching, learning and assessment is good

Staff are well qualified and they demonstrate a secure understanding of how children learn and develop. The range of carefully planned activities reflects individual children's needs and interests and they enjoy the freedom of exploring in their environment. All children enjoy group times. They eagerly listen to staff with their animated storytelling and ability to bring the story to life with props and resources. This helps children to focus, further maximising their listening and attention skills. There are many opportunities for children to lead their own play and to take part in group activities. Staff enthusiastically support children during group activities and successfully build on children's learning. However, occasionally, staff miss opportunities to engage with younger children as they play and consequently, they move frequently between activities and do not remain with them for any sustained period of time. Partnerships with other early years settings are secure to provide children with consistency in their learning.

Personal development, behaviour and welfare are good

Staff are calm and consistent. Children follow their example and behave really well. Children follow daily routines and demonstrate their understanding of what comes next as they willingly participate in the fun tidy-up-time routine and help to set up for snack. Staff use picture cards to help younger children develop an awareness of what comes next in the routine. This helps to support children, developing their confidence and self-esteem. Children's good health is supported well by staff who provide healthy and nutritious snacks and encourage good hygiene routines. Children have daily opportunities to enjoy outdoor play in the newly designed and safe outdoor space. Children make choices from the many resources and activities and this helps them to develop a love for learning outdoors.

Outcomes for children are good

The quality of teaching is good. Observation, assessment and planning systems are secure and clearly show the good progress individual children make from their starting points. Staff closely monitor individual children's progress and identify where children could benefit from further support. Funding for children is used successfully to maximise children's achievements.

Setting details

Unique reference number	EY408174
Local authority	Tameside
Inspection number	850893
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	22
Number of children on roll	22
Name of provider	Pauline Burgess
Date of previous inspection	1 October 2010
Telephone number	07984 190855

Busy Bees Pre-School re-registered in 2010. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or 3. The setting opens from Monday to Friday all year round. Sessions are from 9.25am until 12.25pm. The setting provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

