

# Bizzie Bees 3

Markyate Village Hall, Cavendish Road, Markyate, St. Albans, Hertfordshire, AL3 8PT



<b>Inspection date</b>	20 October 2015
Previous inspection date	8 December 2009

<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
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

- Well-qualified staff know how to promote children's learning and development. Teaching is good. Staff manage groups of children well, know their different abilities and provide a range of stimulating activities to consistently challenge them.
- Recent training on mathematics is evident in practice as staff use every opportunity to develop children's problem-solving skills. Children count competently and use jugs to measure the level of water when playing. They name different shapes as they complete a selection of puzzles.
- Staff work closely with key staff from the other settings that children attend and welcome advice from outside specialists. This supports them to make precise assessments of each child and inform planning to promote continuity in the care and learning that they provide.
- Children's well-being is successfully promoted. Detailed information gathered from home visits, such as children's interests and preferred learning styles enable staff to tailor activities during their early sessions. This helps support children to experience a smooth move into the pre-school.
- Partnerships with parents are well established. Staff use effective strategies to support the two-way flow of information, including regular weekly updates detailing planned activities and meetings with their child's key worker. Parents express how happy they are with the care provided and feel that they can approach staff at any time.

### It is not yet outstanding because:

- Plans to enhance staff practice even further have not yet been fully implemented so their effectiveness cannot be evaluated.
- Staff do not use every available opportunity to build upon children's good understanding of how to keep themselves safe.

## What the setting needs to do to improve further

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

- implement and evaluate the plans for staff development, in order to work towards achieving teaching practice of a consistently high quality
- make better use of opportunities to help children develop a very good understanding of how to keep themselves safe.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, including the snack and lunchtime routines and assessed the impact this has on children's learning, and talked to children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager and held discussions with the provider, manager and some other members of staff.
- The inspector held a meeting with the pre-school provider and manager, and looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Rachel Pepper

## Inspection findings

### Effectiveness of the leadership and management is good

The enthusiastic management team consistently reflect on all areas of practice. This supports continuous improvement. They keep up to date with relevant changes to meet the requirements of the Early Years Foundation Stage and other government policy. Although in post only a year, the manager has already made many positive changes to the pre-school and has further ambitious plans. This includes various strategies to maintain and enhance staff practice to an even higher level. Supervision is ongoing and staff appreciate the support offered to develop their knowledge in all areas. The arrangements for safeguarding are effective. All staff hold a valid first-aid qualification so they know what action to take in the event of an emergency. The process of risk assessment is robust and any identified hazards swiftly removed, such as water spillages or loose sand. The management regularly review the overall progress of different groups of children. This helps to ensure that all children attending experience a wide range of learning opportunities.

### Quality of teaching, learning and assessment is good

Children make choices in their play and show good levels of concentration during themed activities. They manipulate dough to form a spider and use a variety of textured materials to assemble their designs. Children enjoy role play and develop their imagination as they act out narratives in the well-resourced home corner. Staff clearly pronounce words for children. This helps them to structure sentences and ably join in with discussion. Staff know children well and have a clear understanding of the skills that they need to develop. They choose timely moments to extend children's play and introduce their next steps in learning. They sensitively support less confident children to contribute during group activities. For example, they encourage them to listen to sounds and predict the contents of a box. Children have opportunities to experiment with different levels of noise as they take turns with their friends to bang the drum and then shake the bell.

### Personal development, behaviour and welfare are good

Children enjoy their time at the pre-school and develop a positive attitude to learning. They seek help and reassurance as needed. This demonstrates the secure bonds in place with the adults that take care of them. Children eagerly answer questions and embrace the regular praise that they receive. They listen and follow instructions well. For example, they enjoy taking on the responsibility of small tasks when it is time to tidy away. Mealtimes are social occasions where children talk about the food that they eat and the snack contribution they have made. Staff ensure difficulties with the outdoor space do not hinder children's learning opportunities. They carefully plan set times for outdoor play and regularly take children on woodland walks. This helps to promote children's physical skills.

### Outcomes for children are good

All children make good progress from their starting points and gain the essential skills that they require in readiness for school. Children demonstrate good self-help skills; they manage care practices independently, pour their own drinks and clear their plates away once they have finished their food.

## Setting details

<b>Unique reference number</b>	EY234947
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	855811
<b>Type of provision</b>	Full-time provision
<b>Day care type</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>	25
<b>Name of provider</b>	Julie Ann Lawrence
<b>Date of previous inspection</b>	8 December 2009
<b>Telephone number</b>	07791515503 or 07790 031394

Bizzie Bees 3 pre-school was registered in 2002 and is one of four privately owned settings. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one holds a qualification at level 2 and one member of staff is working towards completing a qualification at level 3. The pre-school operates for 38 weeks a year, except for bank holidays and occasional staff training days. It opens on Mondays and Fridays from 9am until 12 noon and from Tuesday to Thursday from 9am until 3pm. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of disabled children and those with special educational needs.

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