

# Busy Bees Pre-school Playgroup

Grange Lane, Littleport, Ely, Cambridgeshire, CB6 1HW



## Inspection date

18 November 2015

## Previous inspection date

9 January 2015

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

- The support that staff provides for disabled children and those with special educational needs is exceptional. Staff work closely with parents and other agencies to develop an in-depth understanding of each child's needs and meet them very well.
- Managers, staff and the committee have worked hard to improve the quality of the educational programme and teaching skills. Actions and recommendations made at the last inspection have been met well.
- Staff use varied methods to support children's speaking and listening skills. They encourage them to take part in lively circle times, listen to music and describe their imaginative play.
- The partnerships with parents are firmly established with effective communication at all levels. Parents value their key person and say that they go over and above to support their children.
- The pre-school offers children a warm and welcoming environment, where their diverse cultural and linguistic backgrounds are celebrated.

### It is not yet outstanding because:

- At times, staff do not give children consistent explanations and clear guidance about why some behaviours are less desirable than others.
- Managers have not yet fully embedded performance management arrangements that help to identify staff training opportunities and further raise the good standards of teaching.

## What the setting needs to do to improve further

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

- support staff to enhance the strategies that give children a consistent understanding of what is, or is not, acceptable behaviour
- strengthen performance management arrangements to ensure that staff are thoroughly supported to achieve consistently high-quality teaching practice.

### Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of teaching and spoke to staff about how they plan for children's progress.
- The inspector looked at the premises, indoors and outside, and the resources available to children.
- A range of documentation was looked at, including evidence of the suitability and training of the staff and committee, some policies and procedures and children's records.
- Discussions were held with a number of parents and their views and comments were taken into account.

### Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Thorough recruitment procedures help to ensure staff, students and volunteers are suitable to work with children. All staff attend child protection training and demonstrate a clear understanding of how to keep children safe. Since the last inspection, there has been a focus on increasing the skills of staff to meet the needs of the team. Most of the staff are experienced and well qualified, and the quality of teaching is good. The manager continues to develop performance management to provide greater insight into individual staff's skills and preferences for training. Children's move into school is supported by close links with the host school. Visits are arranged and children attend school events so they know what to expect when they start Reception class.

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

Staff work well as a team and effectively support children as they play and learn. Some activities are innovative and captivate children. They play with different coloured lights and exclaim at the effects they create in the sensory tunnel. Staff know children very well and are adept at monitoring and assessing their learning. Story sacks and favourite songs and rhymes are shared with parents to help them to support their children's learning at home. Staff provide children with a language-rich environment. Children are happily involved in cooperative games and learn to discuss their ideas in small and large groups. They become competent early writers and make good use of the varied mark-making materials indoors and outside. Staff and children play enjoyable matching games that develop children's skills in comparing, sorting and counting.

### Personal development, behaviour and welfare are good

Children are happy and settled in this busy, friendly pre-school. They quickly develop strong bonds with their key person. Settling-in procedures are very effective. Staff work closely with parents to develop a broad understanding of children's families and home lives. Children's interests are reviewed with parents at intervals to extend staff knowledge of what children know and do at home. Staff provide many activities that help children to develop their physical skills, such as moving to music or using balance bikes. Children play outdoors whenever they wish, which effectively supports those children who learn best outside. Resources are plentiful and well organised in all areas. Children develop their independence skills well. They are encouraged to do things for themselves and help with practical tasks. They prepare their own foods and tidy up their playthings.

### Outcomes for children are good

Managers have implemented effective arrangements for assessing and evaluating the progress of different groups of children. This helps to ensure that all children make expected progress and those who need it have additional support. Children acquire the skills they need and are prepared well for their future learning at school.

## Setting details

<b>Unique reference number</b>	221727
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1029633
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Busy Bees Playgroup (Littleport) Committee
<b>Date of previous inspection</b>	9 January 2015
<b>Telephone number</b>	01353 968606

Busy Bees Pre-school Playgroup was registered in 1992 and operates from a purpose-built building in the grounds of the primary school. Opening times are Monday to Friday from 8.50am to 2.50pm, during school term times. The pre-school provides funded early education for two-, three- and four-year-old children. There are 14 staff employed, including the manager. Of these, two staff hold qualifications at level 6, six at level 3 and two at level 2.

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