

Busy Bees Pre-School Playgroup (Wollaston)

Village Hall, High Street, Wollaston, Northamptonshire, NN29 7QQ



Inspection date	16 December 2015
Previous inspection date	2 March 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leadership is exceptional and the drive for improvement is uncompromising. The management team continually seeks ways to improve practice even further. Systems for self-evaluation are highly reflective and continuous. The manager works closely with other local providers to share her setting's high-quality practice and to gain additional outstanding practice ideas.
- A sharp focus on staff training is central to the success of the pre-school. Staff value the frequent opportunities to link with other professionals. They readily share their new knowledge with the staff team to further improve the outcomes for children.
- All children are highly supported to reach their potential, including those that require particularly perceptive intervention and additional support. The conscientious staff team closely monitors children's development. They take account of children's starting points, make precise assessments and include all those involved in children's learning.
- Staff are caring and attentive. The strong and positive relationships they have with children help ensure children are happy and self-assured. Children approach staff to ask questions and for items that they want. They confidently share their star achievements from home at group time. Children flourish as they become independent and confident in their own abilities.
- Partnerships with parents and other professionals are excellent and ensure children's individual needs are fully met. This is a pre-school where staff actively listen to children and parents, value their views and act on what they say. Daily chats with parents, frequent emails and the regular sharing of assessments of children's learning, mean that parents are exceptionally well informed.

What the setting needs to do to improve further

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

- enhance the planning to support children's patterns of learning and individual fascinations.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with committee members and the manager of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a number of comments on questionnaires, messages and letters given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is outstanding

There are very strong links between the committee and the senior staff. Their knowledge of their legal responsibilities in all aspects is excellent. Safeguarding is effective. Staff are vigilant about children's welfare and safety. Many additional arrangements ensure safeguarding practice is of the highest level. Strong recruitment, thorough induction, regular, in-depth supervision and monitoring of practice, result in the high-quality teaching children receive. Assessments of groups and individual children's progress are scrutinised, to very promptly identify any gaps in learning. Specific programmes of support are then implemented to help those gaps close rapidly.

Quality of teaching, learning and assessment is outstanding

The quality of teaching is excellent. Staff are highly skilled at meeting all children's needs, including disabled children and those with special educational needs. They adapt their responses to the differing needs of older and younger children. Children learn to communicate in a variety of ways, begin to take turns in conversation and respect other's points of view. Children enjoy developing their early literacy skills. They readily share books together in the cosy and inviting book area. Children relish acting out familiar stories at the puppet theatre. Their friends and staff clap enthusiastically as they watch them knowledgeably depict the story. Staff use the pre-school's inspiring story sacks at group time to enrich children's experience. Children listen intently, joining in and recalling and offering familiar refrains. Children develop their mathematical skills as they explore quantity and capacity. They cooperate well as they make 'cakes', filling a large bowl with dried rice or fitting large pebbles into a saucepan. Children show excellent understanding of number as they independently count out items for their snack. Weekly planning meetings help all staff focus on children's individual learning needs. Key persons outline children's individual patterns of play within their next steps in learning and in the continuous provision. They are looking to develop this further within planned activities, and increase children's opportunities to further explore their focused fascinations.

Personal development, behaviour and welfare are outstanding

Children thoroughly enjoy their time in this dynamic provision. They relish the freedom to move around independently. They choose from a wide range of stimulating activities and inspiring resources that excites their interest and motivates them to use their skills, senses and imagination. The attentive staff team is deployed very thoughtfully so that they are readily available to sensitively support children. They are particularly mindful of children's safety as they play, and help them to consider other's as they move around the pre-school. Children learn to share, take turns and enjoy building friendships with each other. When they are struggling to understand expectations or social situations, staff offer particularly timely and sensitive intervention.

Outcomes for children are outstanding

All children are making exceptional progress and this includes disabled children and those with special educational needs. Children develop curiosity and positive attitudes towards learning and are being very well prepared for their move on to school.

Setting details

Unique reference number	220247
Local authority	Northamptonshire
Inspection number	854546
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	25
Name of provider	Busy Bees Pre-School Playgroup Committee
Date of previous inspection	2 March 2011
Telephone number	07908 182 544

Busy Bees Pre-School Playgroup (Wollaston) was registered in 1992 and was established in 1979. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one holds Early Years Teacher status. The pre-school opens each week day, school term time only. Sessions are Monday from 9am until 12 noon, Tuesday from 12.45pm until 3.15pm, Wednesday 9am until 12.30pm, Thursday from 9am until 11.30am and Friday from 9am until 12.30pm. The pre-school provides funded early education for three- and four-year-old children.

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