

Busy Bees Pre-school Flitwick



Flitwick Lower School, Temple Way, Flitwick, BEDFORD, MK45 1LU

Inspection date	9 February 2016
Previous inspection date	27 January 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 benefit from a stimulating and well-organised environment both inside and outside. They display high levels of independence as they choose their own activities. This helps children to be motivated to learn and most children make good progress based on their starting points.
- The manager regularly evaluates the learning experiences and oversees all children's ongoing progress. Children receive a consistent and continuous approach to their learning. Disabled children and those with special educational needs receive swift and targeted intervention.
- Staff use activities to give children explanations of why safety practices are important giving children time to look carefully at kitchen utensils before they use them. Children work out where sharp edges are and support each other to use them correctly.
- The manager and staff team work very well together. They regularly share their new knowledge gained through training. They show a positive attitude to constantly make improvements. Parents' views are actively sought and help to inform action plans.

It is not yet outstanding because:

- Occasionally, there are missed opportunities to support children who speak English as an additional language, as not all staff have the necessary skills to support their conversations, particularly during some group activities.
- Although staff regularly engage with parents, they are not as successful in encouraging all parents in sharing information about children's achievements at home to inform the planning for children's learning.

What the setting needs to do to improve further

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

- explore further professional development opportunities that focus on supporting learning for children who speak English as an additional language
- develop further ways to involve parents more actively in their children's learning and development to inform the planning for children's learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke with staff members and children during the inspection.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector held meetings with the nominated person and pre-school manager.
- The inspector looked at children's assessment records and planning documents. A range of other documents, including the safeguarding policy were also seen.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The voluntary committee supports the pre-school manager and staff very well. They share a secure understanding of their responsibility to protect children from harm. The arrangements for safeguarding are effective. The staff use vigorous risk assessments, stringent safety measures and effective safeguarding procedures to help children feel safe and secure. Thorough recruitment procedures ensure that newly appointed staff are suitable to care for children. The manager's and staff's practice is supported through regular supervision meetings. Staff regularly observe each others' practice; they give constructive feedback and support each other to constantly improve. Staff are well qualified and work well as a team. They regularly attend a range of training courses, read professional magazines and online articles, and are committed to raising standards.

Quality of teaching, learning and assessment is good

Staff routinely observe and assess children's learning. They use their good knowledge and experience to identify next steps in learning for children. Most children become highly engaged during adult-led activities. They thoroughly enjoy working in a small group to bake cakes. Staff are highly successful in supporting most children's learning. Clear text on the recipe card helps children recognise letters and with prompting from staff, they build these into words. They discuss numbers and weight as they weigh out the ingredients. Children use wooden blocks to make towers and barriers. They carefully consider how they can test that their structures are successful. For example, they ride bikes and stop at the barrier. They find even more successful ways for it to work by adding stop signs. Parents state that they are very happy with the pre-school and feel their children have made good progress since starting. However, the staff are not always successful in engaging all parents to contribute to their children's learning.

Personal development, behaviour and welfare are good

The key-person system is well established and effective. Staff develop warm and close relationships with children, who are happy and confident to explore their surroundings. Children play well together and have forged strong friendships. Staff consistently encourage children to be independent. They are patient with children and give them time to do things for themselves, such as changing from their shoes to boots. Staff offer praise and encouragement; this supports their self-confidence and inspires them to do more. Staff manage children's behaviour very well. When minor disagreements occur, they offer children time to think about their actions. Children have many occasions to play outside in the spacious garden. They engage in a wealth of activities and enjoy being physically active. They also enjoy walks to the school nature reserve and visits to the local library.

Outcomes for children are good

Children are making good progress in their learning and development, based on their starting points. Children's literacy and mathematical skills are developing well which helps them to be prepared for learning at school.

Setting details

Unique reference number	EY364501
Local authority	Central Bedfordshire
Inspection number	863811
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	54
Name of provider	Busy Bees Pre-school Committee
Date of previous inspection	27 January 2011
Telephone number	01525 719222

Busy Bees Pre-school Flitwick was registered in 2007. The pre-school employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The manager holds Early Years Professional status. The pre-school opens from Monday to Friday during school term times. Sessions are from 8.50am until 3.20pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports disabled children and those with special educational needs and children who speak English as an additional language.

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