

# Busy Bees @LPS

Ledbury Primary School, Long Acres, LEDBURY, Herefordshire, HR8 2BE



<b>Inspection date</b>	29 April 2016
Previous inspection date	16 July 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
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

- The management team is passionate about its work with children. The quality of teaching is exceptional. Staff plan an excellent range of challenging opportunities and activities that children enthusiastically take part in.
- Both the indoor and outdoor environments are inviting and highly stimulating. Children show excitement and enthusiasm as they explore what is provided.
- Children thrive in the pre-school and there are exceptional bonds established between staff and children. Children develop high levels of self-confidence and have superb fun as they make independent choices in their learning.
- Highly successful strategies engage all parents in their child's learning in the pre-school. Parents receive comprehensive information about their child's progress and next steps in learning. This helps them to fully support their child's learning at home.
- Children who have special educational needs or disability and children who speak English as an additional language are supported extremely well through highly successful partnerships with other professionals. This ensures they make exceptional strides in their learning and development given their starting points.
- The management team meticulously reviews the quality of the provision and sets ambitious targets in order to continually meet children's individual needs.

## What the setting needs to do to improve further

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

- continue to monitor the impact of staff's professional development on the quality of teaching, to maintain the exceptional level of practice.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She 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 parents during the inspection and took account of their views.

### Inspector

Amanda Tompkin

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Outstanding leadership and management have helped to secure improvements to the provision which have significantly enhanced the previously good performance. The manager undertakes robust supervision of staff practice to help identify areas where support and training would have best impact. As a result, teaching is highly effective. The manager intends to continue to support staff's professional development and she recognises that this is pivotal in maintaining the exceptional level of teaching. The manager has an exceptional overview of children's progress. She monitors their achievements well, which enables staff to quickly close any gaps in learning. Partnerships with the host school are highly successful in ensuring that all children are confident and well prepared for their eventual move to school. The arrangements for safeguarding are effective. All staff have a very good understanding of the procedure to follow should they have concerns about children's welfare. The manager is proactive and clearly understands the importance of sharing relevant information in order to protect children.

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

Children flourish in this exceptional pre-school. Fun and laughter are an integral part of children's day. Staff's first-class interactions support children's development extremely well. Resources and toys are easily accessible to children, inspiring their independence and supporting their individual interests and wishes. For example, children exploring mini-beasts in the garden rush off to find a magnifying glass. They quickly return and staff support them to use this to look closely at the worms they have found. Staff inspire children's imaginations during a nature walk. Children creep quietly in an attempt not to scare the birds away before they have a chance to take a photograph of them. Children become engrossed as they make puddles of coloured water using chalks and water sprays. Staff extend their learning as they ask thought provoking questions, such as, 'What colour might you make if you mix this coloured puddle with that coloured puddle?'

### Personal development, behaviour and welfare are outstanding

Children's emotional well-being is given the utmost priority. Children who are new to the setting or experiencing an unsettled phase are given exceptional support by highly skilled staff. Children have regular access to the outdoor areas where they are able to develop their physical skills. Children's behaviour is exemplary. They learn to cooperate with each other to complete chosen tasks. For example, children watering the flowers help each other to refill their watering can when the water runs out. Children demonstrate through their behaviour that they feel confident in their surroundings. For example, they happily respond to adult's requests when it is time to tidy away when they hear the tidy up song.

### Outcomes for children are outstanding

All children, including those in receipt of funding, make remarkable progress in relation to their starting points. Children are developing a love of reading. They are encouraged to access books independently, enjoy listening to stories read by staff and pretend to read their own stories to their friends. Children learn new skills that promote their independence. Staff encourage children to take care of their own needs.

## Setting details

<b>Unique reference number</b>	EY422784
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	1042130
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Busy Bees@LPS
<b>Date of previous inspection</b>	16 July 2012
<b>Telephone number</b>	07794 338226

Busy Bees @LPS was re-registered in 2011. It operates from a portable cabin in the grounds of Ledbury Primary School, Herefordshire. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including the manager with a level 6 qualification. The pre-school provision operates from 9am to 3pm, Monday to Friday, during school term time. The out-of-school provision is open from 7.45am to 9am and from 3pm to 6pm during term time. The school holiday provision is open from 7.45am to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability and children who speak English as an additional language.

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