

# Sundon Park Bizzie Bees

Lealand Youth Wing, Lealands High School, Sundon Park Road Luton, Bedfordshire,  
LU3 3AL



## Inspection date

3 May 2016

Previous inspection date

11 June 2010

<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

- Staff undertake training and are well qualified. Recent developments in the outdoor area delight children. They engage in messy activities and extend on their good physical skills as they play in the garden.
- Good use of data helps staff to effectively review the programme of learning for children. Staff identify children's starting points in consultation with their parents. This contributes towards their accurate assessments of children's progress.
- The teaching of mathematics is highly creative and this stimulates children to want to join in and have a go. Children push toy cars along a number road and call out the number where their car lands. They estimate, subtract and add, talking in mathematical language as they play.
- Staff help children to learn about being active and leading healthy lives. They use snack and lunch times well to introduce the theme of healthy eating and support children in making good choices.
- Staff know their key children well. They establish very close relationships from the beginning. Home visits and detailed information gathered from parents assists with the settling-in period and ultimately, the high levels of contentment children show.

### It is not yet outstanding because:

- Some adult-led activities are not highly challenging for older and most-able children to further extend their very good skills and abilities.
- Staff do not always encourage children to consistently use the available resources to help boost their self-help skills and independence before they engage in some activities.

## What the setting needs to do to improve further

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

- review the pace of adult-led activities to enhance the quality of teaching for older and most-able children so they experience consistently high levels of challenge
- enhance children's self-help skills by encouraging them to more consistently use the available resources.

### 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 manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of the staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Hayley Marshall-Gowen

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff know about the signs and symptoms that might cause them concern about children's welfare. There are clear lines of responsibility in place for reporting any such concerns to the relevant professionals. Staff are vigilant in supervising children as they play. Rigorous recruitment and induction for staff help to make sure that they are prepared and suitable for their role. The owner of the pre-school is a strong leader who motivates the staff team and knows the staff and children well. Supervision for staff is effective. It encourages staff to take on new challenges and to contribute towards evaluations of their own performance. Staff, parents and children are equally as involved in evaluating the pre-school. Staff work closely with other professionals, such as teachers from local schools, to help support children when they move on in their education.

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

Staff manage whole-group activities well. Children enjoy demonstrating their knowledge, such as by talking about golden rules and recognising numbers. Staff understand what skills children need in readiness for starting school. They provide multiple ways for children to develop these. Children use clipboards and pens to write about things that capture their interest or to keep score during activities and games. Staff encourage children to talk about their ideas and ask them questions.

### Personal development, behaviour and welfare are good

Children are confident individuals who are able to express their views and assert their ideas. Older children ask for toys that they would like to play with and include younger children in their play. Children are respectful of the staff and each other. They know about ways to keep safe and can confidently discuss the pre-school's golden rules. Children explain the possible consequences of not following rules, such as slipping on the floor and hurting themselves if they run inside. Older children are good role models for younger children and are gentle and considerate towards others. Children's behaviour is consistently good.

### Outcomes for children are good

All children make good progress in their learning. Many older children confidently write their names and recognise numbers and quantities. Children are expressive in their language. They mix different materials together and compare it to things they recognise, such as the sunshine and eggs. In the garden, children chatter as they busily construct tents and make dens. Children use their good problem-solving skills as they work purposefully together. They display all the essential skills that they need to be successful in their future learning.

## Setting details

<b>Unique reference number</b>	EY295059
<b>Local authority</b>	Luton
<b>Inspection number</b>	856414
<b>Type of provision</b>	Sessional 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 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Julie Ann Lawrence
<b>Date of previous inspection</b>	11 June 2010
<b>Telephone number</b>	07790 031 394

Sundon Park Bizzie Bees was registered in 2004. It operates from the youth centre on the campus of Lealands Secondary School. The pre-school employs four members of childcare staff. All hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until midday. Afternoon sessions are available on Tuesday, Wednesday and Thursday from midday until 3pm. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

