

Busy Bees Pre-School

The Scout Hut, Strokins Road, Kingsclere, Newbury, Berkshire, RG20 5RH



Inspection date

17 May 2016

Previous inspection date

18 May 2015

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision is inadequate

- Leaders fail to monitor and evaluate the provision effectively. Consequently, they have not identified a number of breaches in legal requirements. This compromises children's safety and well-being.
- Staff do not have a sufficient understanding of the setting's safeguarding procedures. For example, they are not confident about what action to take if they have a concern about the practice of another staff member.
- Supervision arrangements for staff are not effective in supporting them to identify ways to improve outcomes for children.
- Arrangements to assess and monitor the progress that different groups of children make are not in place. As a result, leaders do not know if children are achieving as well as they could.

It has the following strengths

- Positive relationships are developed between staff and children. This is because staff know the children well, which helps children to build confidence and enjoy their time at the setting.
- Staff develop positive partnerships with parents and they share information about what children know and can do. Parents are positive about the setting and feel the staff prepare their children well for school.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

| | Due Date |
|---|------------|
| ■ ensure all committee members complete the relevant documentation required by Ofsted in order to assess their suitability to be involved with children | 10/06/2016 |
| ■ ensure staff have regular opportunities to declare any changes to their suitability to work with children, including any circumstances which make them disqualified or disqualified by association, convictions, cautions, court orders, reprimands or warnings | 10/06/2016 |
| ■ ensure evidence is kept on the premises of all checks that have been carried out on all staff to ensure they are suitable to work with children | 10/06/2016 |
| ■ ensure all staff have a clear understanding of how to implement the safeguarding policy and procedures so children are effectively safeguarded, with particular regard to an allegation being made against a member of staff and the recording of pre-existing injuries | 10/06/2016 |
| ■ ensure effective staff supervision is in place for all staff working with children to ensure they receive support and training, in order to further improve their practice. | 01/07/2016 |
| ■ ensure that the registered person, the manager and any person caring for, or in regular contact with, children, and any person who lives or works on the premises where childcare is provided (including on a voluntary basis), is suitable to work with children. This must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register) | 10/06/2016 |
| ■ ensure that the registered person, the manager and any person caring for, or in regular contact with, children, and any person who lives or works on the premises where childcare is provided (including on a voluntary basis), is suitable to work with children. This must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register). | 10/06/2016 |

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

- use assessment information effectively to enable staff to accurately monitor whether all groups of children are making good progress or better 01/07/2016

Inspection activities

- The inspector held meetings with the deputy manager as the manager was not working at the time of the inspection.
- The inspector spoke to staff and children at suitable times throughout the inspection.
- The inspector talked to parents who were available on the day of the inspection and took account of their views.
- The inspector observed the quality of teaching and the support for children's learning both indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager to evaluate the quality of teaching.
- The inspector sampled a range of documentation, such as records of the progress that children have made, evidence of staff and committee suitability records, suitability checks for staff and child protection records.

Inspector

Teresa Newman

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. Leaders have failed to provide the required documentation to enable the necessary checks for members of the committee to be completed. Arrangements to ensure the ongoing suitability of those adults that work with children are not rigorous enough. Staff are not asked to declare any changes to their suitability to work with children.. The inspector was unable to check that recruitment procedures are followed correctly. The deputy manager does not have good knowledge and understanding of procedures and leaders do not have ready access to all staff records. Staff are able to identify forms of abuse and the risks these pose to children. However, some staff, including those with designated responsibility for safeguarding, do not know the procedure to be followed in the event of an allegation being made against a member of staff. Staff do not record all injuries which children may arrive at the setting with. They fail to consider the potential concerns which could occur at home or elsewhere and this places children at risk. Although supervision systems are in place, leaders have failed to ensure that they are implemented effectively. As a result gaps in staff practice, such as the lack of monitoring of assessment information, have not been identified in order to improve outcomes for children.

Quality of teaching, learning and assessment requires improvement

Staff observe and know what individual children can do and support them in their next steps in learning. However, they do not know how well different groups of children are progressing in order to identify and close any gaps in achievement. Staff use opportunities in children's everyday activities to extend their language and promote their understanding of how to solve problems. They support children with special educational needs well, which means that children are able to learn in an inclusive environment. Staff have established effective relationships with the local school. For example, school teachers and lunchtime assistants spend time with the children at the setting which helps them prepare for their move to school.

Personal development, behaviour and welfare are inadequate

Children's safety cannot be assured because the procedures to ensure suitability of the staff and management of the provision are not sufficiently robust. Staff manage children's behaviour in a supportive manner. Children know what is expected of them and behave well. Younger children are beginning to learn to take turns. Children understand about healthy lifestyles. For example, when children build pretend dumb bells with magnets staff use this opportunity to talk about the importance of exercise and keeping healthy.

Outcomes for children require improvement

Overall children make steady progress. Older children enjoy drawing around each other and making marks with chalks in the outside play area. This helps them to develop skills for writing. Children develop their negotiation skills when working as a team. For example, they use wooden planks and blocks to make a safe bridge together. Children's play space is organised to promote children's independence and this means they make choices about their learning. For example, children transport bricks from one area to another to

measure how tall they are. Younger children enjoy experiences that help to develop their senses. They show delight as they use straws to blow bubbles.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 511310 |
| Local authority | Hampshire |
| Inspection number | 1037523 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 41 |
| Name of provider | Busy Bees Playgroup (Kingsclere) Committee |
| Date of previous inspection | 18 May 2015 |
| Telephone number | 01635299566 |

Busy Bees Pre-school has been operating in Kingsclere since 1976. It is located in the scout hut in the centre of Kingsclere, Berkshire. The setting is open each weekday from 9am until 3pm, term time only and children can attend for various sessions. The setting is in receipt of funding to provide free early education for children aged two, three and four. A team of seven staff work with the children, of whom six hold appropriate early years qualifications at level 3. The manager holds a relevant qualification at level 4. The pre-school also employ a finance officer.

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