

# Brayton Busy Bees Pre-school



Brayton Methodist, Church Hall, Chapel Lane, Brayton, Selby, North Yorkshire, YO8 9EE

<b>Inspection date</b>	30 June 2016
Previous inspection date	19 April 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 make accurate observations of children and regularly assess the progress they make. This helps them to identify what children need to learn next. They tailor their teaching to match children's individual learning needs. Those who need extra support catch up quickly in their learning.
- Staff work closely with parents to support children's learning and development. Parents share information about achievements at home. They regularly borrow resources from the pre-school to support their child's learning at home.
- Staff have a very caring approach and children form strong bonds with them. This helps to promote children's emotional well-being.
- Staff have a consistent approach to managing children's behaviour and they provide clear boundaries. Children understand what is expected of them and behave well.
- The pre-school has established effective partnerships with other settings and local schools. They share information about children's care and learning needs with the new setting. This helps to support children during times of change and prepares them well for the next stage in their learning.

### It is not yet outstanding because:

- Occasionally, staff do not give children enough time to think and respond to their questions and prompts.
- The arrangements for supervision and support of staff are not yet fully embedded. They do not always help staff to reflect on their teaching and improve their skills.

## What the setting needs to do to improve further

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

- enhance questioning skills that give children plenty of time to think and respond
- build on current arrangements for staff support and supervision and identify ways to build on the good standard of teaching.

### Inspection activities

- The inspector observed the quality of teaching during activities both 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 and provider. 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 a small selection of parents during the inspection and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

All staff are qualified and are, overall, committed to building on their skills and experience. This contributes to their good knowledge of the different ways in which young children learn. Arrangements for safeguarding are effective. The manager has clear procedures in place that all staff understand. They recognise their responsibility to protect children from harm and know what action to take if they have a concern about a child. The pre-school manager is committed to continuous improvement. She involves all staff, parents and children in reviewing and reflecting on the provision. She uses her findings to identify priorities for development that improve outcomes for children.

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

Staff plan a good range of activities and experiences that appeals to children's interests and promotes their progress in all areas of learning. Children have many opportunities to lead their own play and test out their ideas. Staff promote children's speaking skills effectively. They chat to them animatedly and model the correct grammar and pronunciation for the sentences they attempt. Staff skilfully support children's developing mathematical skills during routines and activities. For example, children compare quantities as they share out the fruit they prepare for snack. Children have lots of opportunities to engage in imaginative play. For example, they pretend to make and sell ice creams in the role play area and serve up meals to each other in the role play cafe.

### Personal development, behaviour and welfare are good

Staff give children a very warm welcome and parents are encouraged to stay as long as they need to settle their child each morning. For example, one parent shares a story with her child before she leaves. This helps children to develop a sense of security and belonging and they quickly grow in confidence. Staff meet children's individual care needs effectively, while being mindful to support their growing independence in preparation for school. Children learn about the importance of keeping themselves safe and healthy. For example, even young children know that exercise is good for them and they discuss how running and jumping makes their heart healthy. The pre-school provides a very good range of resources and activities that helps children learn about the similarities and differences between themselves and others. This helps them to understand about the cultures and beliefs of people in their own community and in the wider world.

### Outcomes for children are good

All children make good progress in all areas of development from their starting points. Most are working within the typical range of development expected for their age and those who need extra support catch up quickly. The early years pupils premium funding is used very effectively. For example, staff have attended specialist training to support children with communication and language difficulties. Children are enthusiastic and develop confidence in their own abilities. They actively explore the environment and seek out their friends to share their experiences. Children develop key skills in literacy and maths that help to prepare them for more formal learning when they move on to school.

## Setting details

<b>Unique reference number</b>	400459
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	855391
<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>	20
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Brayton Busy Bees Pre-School Committee
<b>Registered person unique reference number</b>	RP904084
<b>Date of previous inspection</b>	19 April 2010
<b>Telephone number</b>	07932 907 943

Brayton Busy Bees Pre-school was registered in 1992. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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