

Busy Bees Pre-School

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



Inspection date

29 September 2016

Previous inspection date

17 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 plan interesting activities that challenge children well and motivate them to join in. All children, including those learning English as an additional language and those with special educational needs, make good progress from their initial starting points.
- Partnerships with parents are strong. Staff have made it a priority to develop communication with parents, to share regular information and to work together to support children's learning.
- Children eat healthy snacks and meals, and develop good hygiene practices.
- Staff listen carefully to what children have to say. They show an interest in their home lives and value their opinions.
- The manager, committee and staff work closely together to reflect on their practice and guide improvements. They take into account the views of parents and children to improve outcomes for children.

It is not yet outstanding because:

- Staff have not built fully effective relationships with other settings children attend to provide consistency in their learning.
- Children do not have many opportunities to develop their interests in technology.

What the setting needs to do to improve further

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

- build on relationships with other settings children attend to provide consistency in children's learning
- increase opportunities for children to follow their interests in technology.

Inspection activities

- The inspector had a tour of the pre-school.
- The inspector observed children and staff during play and completed a joint observation with the manager.
- The inspector spoke with parents, staff and children to gain their views and had a meeting with the manager.
- The inspector examined a sample of policies, documents and children's records.
- The inspector discussed the self-evaluation process with the manager.

Inspector

Alison Southard

Inspection findings

Effectiveness of the leadership and management is good

The manager works closely with staff and has made significant improvements since the last inspection. For example, she now ensures relevant checks are made to determine committee members' suitability and has introduced effective systems to monitor the progress different groups of children make. She shares her findings with parents to involve them in their child's learning. The manager supports staff effectively with professional development. For example, she monitors staff practice closely, offers regular support and identifies any training needs. Safeguarding is effective. The manager and staff understand their responsibilities to keep children safe and their duty to prevent children being drawn into situations which put them at significant risk of harm.

Quality of teaching, learning and assessment is good

Staff assess children well. They identify any gaps in children's learning quickly and plan effectively to help all children make good progress. They hold regular meetings with parents to share children's achievements and next steps in learning. They work closely with outside agencies to support those children with special educational needs. Staff interact with children well and make the most of opportunities to extend children's thinking and learning. They introduce mathematics well into children's play and routines and involve children in a variety of ways. For example, they count together the number of children that are present and ask children to identify numbers and match items to them. Children develop their creativity through a variety of activities, such as music, craft and imaginative play.

Personal development, behaviour and welfare are good

Children build positive relationships with staff and settle quickly. They develop confidence in their own abilities and are motivated to learn. Staff teach children about their own safety successfully. For example, they teach children to be aware of the road and how to behave when on outings to the park. Children have daily opportunities for fresh air and exercise which support their physical well-being effectively. They learn to respect the environment. For instance, they help to tidy up the toys. Children behave very well and play cooperatively. They have good opportunities to develop an awareness of the local community and to learn about different cultural and religious festivals.

Outcomes for children are good

All children make good progress from their starting points. Children are confident and develop good independence skills. For example, they learn to change their shoes when they come in from outside and make independent choices in their play. Children develop good early literacy skills. For instance, they learn letter sounds and have opportunities to recognise familiar words. They gain the key skills they need for school.

Setting details

Unique reference number	511310
Local authority	Hampshire
Inspection number	1052382
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 - 4
Total number of places	26
Number of children on roll	28
Name of registered person	Busy Bees Playgroup (Kingsclere) Committee
Registered person unique reference number	RP906890
Date of previous inspection	17 May 2016
Telephone number	01635299566

Busy Bees Pre-school registered in 1976. It is located in the scout hut in Kingsclere, Berkshire. The setting is open daily from 9am until 3pm during term time only. The pre-school receives funding for the provision of free early years education to children aged two, three and four years. A team of six staff works with the children, four of whom hold appropriate early years qualifications at level 3.

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