

Busy Hands Pre School

Village Hall, Ryland Road, Welton, Lincoln, LN2 3NG



Inspection date	30 September 2016
Previous inspection date	17 April 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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

- Staff work exceptionally well with parents and successfully engage them in their children's learning and development from the start. This helps staff to meticulously plan for children's individual learning needs. Parents are highly complimentary and value the excellent feedback and support they receive.
- Children thrive and are enthusiastic, motivated and excited to learn in this very welcoming, child-focused environment. Children's welfare is central to everything staff do. They use highly effective strategies to promote children's social skills, independence, confidence and self-esteem.
- The quality of teaching is outstanding. The manager and staff are well-qualified and use their expert knowledge of how children learn to plan an excellent range of high-quality learning experiences, tailored to children's individual needs.
- Rigorous assessments and an excellent knowledge of children's interests enable staff to provide a wealth of exciting and challenging activities. This is precisely matched to children's abilities, which help them to make excellent progress.
- Highly effective monitoring of children's progress, along with superb partnership working with other professionals, ensures that the needs of all children are fully met. Extremely effective processes are in place to support children as they move on to school, to ensure they settle quickly and continue to learn and develop.
- Children have access to an extensive range of high-quality resources that offers them the freedom to choose where and how they want to play. Staff promote children's learning extremely well due to their commendable skills and interaction with children.

What the setting needs to do to improve further

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

- execute the pre-school action plan to provide even more opportunities for children to practise their keyboard and mouse skills on the computer.

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. 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 took account of the views of parents during the inspection and from information provided in writing.

Inspector

Catherine Mather

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have a thorough understanding of the procedures to follow if they have any concerns about a child's welfare. Daily risk assessments are carried out that involve children with helping to identify any potential hazards within the environment. Recruitment, vetting and induction procedures are rigorous and help to ensure that all staff are suitable to work with children. Staff supervisions are detailed and the manager works alongside staff to complete regular observations of practice. This helps to maintain the first-rate teaching practice provided by this inspirational pre-school. Sharply focused self-evaluation means that there is continuous improvement in the high-quality provision. Through their own insightful evaluations, staff identify ways to continually build on their outstanding practice. For example, they are planning to provide even more opportunities to build on children's computer, keyboard and mouse skills, in preparation for them starting school.

Quality of teaching, learning and assessment is outstanding

The superb teaching highly motivates children and they are extremely confident and self-assured. Children are inspired to achieve as staff have high expectations of them. Their skilled questioning encourages children to explore and investigate. Staff are astute and work diligently to rapidly close any emerging gaps in learning, so that all children make exceptional progress. Early mathematical skills are apparent throughout children's play. For example, they say that there are two pieces when vegetables are cut in half. They confidently describe the patterns they make with the paint and vegetable printing. There is an extremely sharp focus on helping children to acquire communication and language skills and on promoting their listening and concentration skills. One of the ways staff do this is by exploiting opportunities during routines to introduce new vocabulary.

Personal development, behaviour and welfare are outstanding

Children develop exceptionally strong attachments with their key persons. This supports their emotional development superbly and they display high levels of self-esteem and confidence. Staff are excellent role models who successfully help children build strong friendships and develop, empathy, respect and consideration for others. The outdoor area is used extremely well and children thoroughly enjoy being outside and being active. Children clearly show that they understand how to keep themselves healthy and safe. They follow excellent hygiene practices and choose from a wide range of healthy choices during snack time. Children's behaviour is exemplary and staff provide excellent levels of praise and encouragement.

Outcomes for children are outstanding

All children, including those who have special educational needs or disability are making rapid progress in their learning. Children are exceptionally well equipped with the key skills they need for future learning and eventual move to school. Children are highly motivated, eager learners, who are confident to lead their own play and share their thoughts and ideas.

Setting details

Unique reference number	EY452793
Local authority	Lincolnshire
Inspection number	1066275
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	17
Name of registered person	Jo-Anne Elizabeth Carrick
Registered person unique reference number	RP516411
Date of previous inspection	17 April 2013
Telephone number	07895 950756

Busy Hands Pre School was registered in 2012. The pre-school employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, including two with qualified teacher status. The pre-school opens from Monday to Friday and term time only. Sessions are from 9.15am until 12.15pm each day with extended hours on a Monday and Tuesday from 9.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs or disability.

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