

Busy Bees Preschool

26 Elizabeth Court, Laindon, Basildon, Essex, SS15 5AG



Inspection date

15 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The registered body has not kept Ofsted fully informed of changes to the committee. This means that not all individuals who make up the committee have been fully assessed to undertake the role.
- The quality of observations and assessments of children's learning is not consistent. This means that not all children are given enough challenge to make good progress in their learning. The manager does not have a clear overview of the progress that both individuals and different groups of children are making, to identify any variations and strengthen their progress and achievement.
- Routines are not always successfully tailored to meet the emotional needs of individual children, particularly when there have been changes and children are transferring from one group to another.

It has the following strengths

- Since the pre-school was registered, the manager and staff have worked hard to overcome constraints regarding the premises. They have adapted the courtyard to provide interesting activities in the fresh air. The playroom has been imaginatively modified to provide activities that cover all areas of learning.
- Staff interact warmly and sensitively with the children. This supports children's confidence in developing their communication and language skills.
- Effective partnerships have been established with parents, other early years professionals and outside agencies to ensure that children who have special educational needs or disabilities thrive and get the additional support they need.
- Staff fully understand the importance of promoting the safety of children in their care. Children learn about road safety rules when they go on outings to the local playground.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that Ofsted is provided with all necessary information about changes to members of the committee 	30/11/2016
<ul style="list-style-type: none"> ■ improve how well staff use observational assessments to consistently identify where children are in their development and to plan more precisely for the next steps in their individual learning, so that they make good progress. 	31/12/2016

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

- evaluate the progress made by individuals and different groups of children and use the information gained to ensure that gaps in learning are quickly closed
- review and adapt the organisation of routines to prepare children who are settling into a new group and enhance opportunities for them to develop their confidence and manage their feelings.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector accompanied children and staff on outings to a nearby playground.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff, children and a specialist teacher. The inspector also spoke with the nominated person by telephone.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the pre-school.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management requires improvement

Ofsted has not been kept fully informed of all changes to committee members. However, the committee members do not work directly with the children, have no access to children's records and are not responsible for the recruitment of staff. This means there is no significant impact on children's safety and welfare. The arrangements for safeguarding are effective. Procedures for staff recruitment are robust. Effective adult-to-child ratios are maintained, ensuring that children are safe as they play. Staff are trained well in child protection procedures and are confident about how to report concerns. They have regular supervision meetings with the manager to discuss and arrange further training opportunities. The manager is beginning to use self-evaluation and the views of staff and parents to appropriately determine the priorities for improvement.

Quality of teaching, learning and assessment requires improvement

Staff are well qualified and have a generally sound understanding of how children learn. They obtain basic information from parents when children join the pre-school so they can plan activities linked to children's interests. However, the quality of assessments are variable, which means that staff do not always have high expectations of what children need to learn next. The manager is not yet monitoring progress to ensure that individuals, or specific groups of children, have enough challenge to make sustained progress and ensure that any gaps in learning close rapidly. Nonetheless, a recent good practice workshop and audit of resources have resulted in some positive changes to the learning environment and the experiences available to children. Careful consideration is also given to how the early years pupil premium money is spent to support children's social and communication skills.

Personal development, behaviour and welfare require improvement

The majority of children happily enter the pre-school and the key-person system is, generally, effective in supporting children's emotional development. However, some children are less confident and become upset as staff have not yet considered effective ways to prepare them for changing groups after their third birthday. Children have daily opportunities for exercise and energetic play at the nearby playground. These help to promote children's good health and support their physical well-being. Staff use a fair and firm approach to effectively manage children's behaviour. This means children respond well to instructions and they are fully aware of the boundaries. Children learn about good manners and are able to talk about how they need to show kindness to their friends.

Outcomes for children require improvement

Children do not yet make good progress in their learning. Weaknesses in planning and assessment do not ensure that activities always engage children at the highest level. Nonetheless, staff do support children so that they develop the basic skills they need in readiness for the move to school. Children capably develop their independence. They are provided with opportunities to develop their literacy skills. They learn about different letters and sounds and practise early writing skills.

Setting details

Unique reference number	EY481779
Local authority	Essex
Inspection number	989496
Type of provision	Sessional 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	57
Name of registered person	Busy Bees Pre-School Playgroup Committee
Registered person unique reference number	RP520640
Date of previous inspection	Not applicable
Telephone number	01268 418 555

Busy Bees Preschool was registered in 2014. The pre-school employs nine members of childcare staff. Of these, eight staff hold an early years qualification at level 3 and one member of staff holds a qualification at level 2. The pre-school opens from Monday to Friday, during school term times. Sessions run between 8.15am and 2.30pm. A holiday club sometimes operates according to demand. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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