

# Busy Bees Pre-School

Village Hall, Main Road, Sutton at Hone, DARTFORD, DA4 9HP



## Inspection date

27 March 2017

Previous inspection date

13 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children have high levels of emotional intelligence. They read the feelings and emotions of others well. For example, during story time, they show empathy for the characters, and they are considerate towards the feelings of others.
- Children have good opportunities to learn about the world around them, such as different festivals and people who have differing needs to their own.
- Staff give high priority to promoting children's emotional well-being and offer ample opportunities to increase their independence and self-help skills.
- The manager and staff develop close relationships with parents. This helps staff to get to know each child and their family circumstances, and meet children's personal care needs very well.
- Staff are good role models. They create a friendly atmosphere, where all are welcome. Children flourish and enjoy their time at the pre-school.
- The environment is well resourced. Children have access to a wide range of toys and equipment. They are keen to play and explore. Children enjoy attending.

### It is not yet outstanding because:

- Occasionally, staff do not ensure the most-able children are fully challenged in order to move their learning and development forward.
- The monitoring of children's development does not fully reflect the progress of different groups of children, to ensure any gaps in learning are swiftly addressed.

## What the setting needs to do to improve further

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

- consider further ways to challenge the most-able children, in order to promote their learning and development to the highest possible level
- review further the progress made by different groups of children and use this information fully to plan even more precisely for their next steps in learning.

### 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 spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff and children during the inspection.

### Inspector

Beverley Devlin

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know what to do and who to contact if they are concerned about a child in their care. The manager follows safe recruitment procedures to ensure that all staff are suitable. Staff benefit from ongoing support from the manager to develop their teaching practice, including opportunities for further training to update their knowledge and skills. Staff establish good links with the local schools and share relevant information with children to prepare them for their eventual move on to school. Parents report that they are happy with the care their children receive. They find staff helpful and approachable. Staff keep parents informed about activities so they can continue these at home. The manager considers feedback from staff, parents and children to improve the opportunities for children further.

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

Well-qualified staff interact enthusiastically with children. Overall, they provide a wide range of activities and resources, which engage and interest children. Staff play alongside children, for instance, they ask them a good range of questions, helping them to develop good problem-solving skills. They enable children to lead their own play and develop their imagination. Children engross themselves in role play. They show care and concern as they gently comb their friend's hair in the pretend salon, holding up the mirror so they can view the end result. Children enjoy experimenting with pretend snow and staff use such opportunities well to develop children's understanding of weight and space. For example, staff encourage them to blow the snow to see how far it will move. Children watch the snow with fascination as it glides through the air.

### Personal development, behaviour and welfare are good

Staff are consistently sensitive and caring in their interactions with children. Children form positive and trusting relationships with staff and other children. Staff promote children's positive behaviour well. This includes the use of effective strategies and positive role modelling to encourage good behaviour. Staff support children to follow suitable hygiene routines and manage their own personal needs. Children learn about healthy lifestyles, for example, as they eat fresh fruit and vegetables. Staff take children on outings regularly to broaden their learning experiences, such as trips into the local community. Children thoroughly enjoy time spent outdoors in all weathers.

### Outcomes for children are good

Children make good progress in their learning. They are confident, highly sociable and willing to learn. They gain many good skills in early literacy, such as learning to recognise their names from a young age. Children are developing valuable skills that they need for their next stage of learning, including for their move on to school.

## Setting details

<b>Unique reference number</b>	127070
<b>Local authority</b>	Kent
<b>Inspection number</b>	1085727
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Lisa Suzanne Marchant
<b>Registered person unique reference number</b>	RP906710
<b>Date of previous inspection</b>	13 January 2015
<b>Telephone number</b>	07891 282353

Busy Bees Pre-School registered in 1999. It is located in Dartford, in Kent. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9.15am until 12.15pm. The pre-school employs six staff. Of these, four hold relevant qualifications at level 4. The pre-school provides funded nursery education for children aged two, three and four years.

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