

Inspection date

7 April 2017

Previous inspection date

23 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

- Staff are good role models for children. They discuss with them how to share toys and take turns. Staff model healthy eating so children learn to make healthy choices.
- The environment is stimulating for children and is constantly being improved. There are now outdoor areas for children to ride wheeled toys, clamber up climbing equipment and explore living things.
- Children's behaviour is good. Staff discuss with each other and parents how to manage behaviour consistently.
- Staff monitor the progress of individual children and groups of children. They use the information to improve their teaching, which has helped increase boys' concentration.
- There are strong links between staff at the pre-school and the adjacent school. The pre-school children join in with school activities that help prepare them for moving on. Children's communication, language and literacy development is good. They are able to recognise letters, say the sounds letters represent, and identify objects that have the same sounds in their names.

It is not yet outstanding because:

- Staff do not focus precisely enough on supporting children to learn in ways that truly challenge them.
- Staff do not consistently support parents to share detailed information about children's learning at home when they first start attending, in order to help inform the assessments of children's starting points.

What the setting needs to do to improve further

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

- enhance staff teaching skills in order to provide experiences for children that help them learn in ways that truly challenge them
- strengthen partnerships with parents and encourage them to share detailed information about children's knowledge and skills when they first start attending, and use this information to inform the assessments of children's starting points.

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 spoke with staff and children during the inspection. He met with one of the class one teachers from the adjacent school and observed children eating their lunch in the school hall.
- The inspector completed a joint observation with the pre-school leader.
- The inspector held a meeting with the pre-school leader. He looked at relevant documentation. The inspector also viewed evidence of the suitability of the committee and staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection, read their written feedback and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The leader continually reviews and updates safeguarding procedures to reflect changes in legislation. All staff have completed safeguarding training and know how to report concerns about children's welfare to the relevant authorities. The committee appropriately vet all staff to help check their suitability. All possible risks are assessed and steps are taken to help keep children safe in the pre-school and on outings. The leader monitors staff practice. She provides feedback to staff, such as advice on how to develop their ongoing assessments of children's learning. Staff are encouraged to attend training. The manager uses the feedback of parents, staff and children to identify how to improve the pre-school. For example, as a result of parents' suggestions, staff now use an online system to record and share information with parents about children's learning.

Quality of teaching, learning and assessment is good

Staff are committed to working with other professionals in order to help children who have special educational needs and/or disabilities to receive the support they need. Staff and teachers at the school work very well together to review how to best prepare children for their future learning. Staff have a strong focus on helping children to develop their early writing skills in readiness for school. Children can write their own name and other words, such as 'mum' and 'dad'. The leader regularly checks staff's planning to help ensure children receive a varied educational programme. Activities help to build on children's own celebrations and customs at home. Children enjoy making Easter bonnets ready for the pre-school Easter egg hunt. They are able to choose from a wide range of craft materials to decorate their bonnet, demonstrating their creativity. Staff use all opportunities to promote children's learning. They help children to recognise that eggs are oval. Staff praise children for their efforts, raising their self-esteem.

Personal development, behaviour and welfare are good

Children enjoy coming to the pre-school, and parents talk positively about how well staff support their children to settle in. Routines, such as snack time, help children to develop their independence. For instance, children take pride in giving each child their basket with snack in. Children have opportunities to get fresh air and exercise outside. Staff provide opportunities for children to take manageable risks and they teach them safety rules, including how be careful around the fire pit at forest school.

Outcomes for children are good

Before children start school, they are able to sit and listen for their name to be called at group time. Children have vivid imaginations. They dress up as police officers and act out putting children and staff in jail. Children are developing their physical skills. They are able to peel off tape from card with their finger and thumb and use scissors to snip paper. Outside, children are able to throw and sometimes catch a ball.

Setting details

Unique reference number	224059
Local authority	Shropshire
Inspection number	1090139
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	13
Name of registered person	Busy Bees Pre-School Committee
Registered person unique reference number	RP525083
Date of previous inspection	23 January 2015
Telephone number	01938 561272

Busy Bees registered in 1995. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one has an early years foundation degree. The pre-school opens Monday to Friday from 9am to 3pm during term time. It provides funded early education for children aged three and four years.

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