

# Busy Bees Pre-School

Southwick C of E Primary School, Hollis Way, Southwick, Trowbridge, Wiltshire,  
BA14 9PH



## Inspection date

Previous inspection date

10 May 2017

3 June 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

- The quality of teaching is consistently good. Children behave well and with consideration for others. They receive good support in their learning that helps them to make good progress.
- Staff use assessment well to help children take the next steps in their development. They use effective systems to track individual and groups of children's progress, which helps to target any gaps in development promptly.
- Staff use their qualifications and experience well to develop effective strategies to support children who have special educational needs. Staff build positive relationships with other professionals and provide a consistent approach to children's care and learning.
- The management team is skilled at evaluating the quality of the provision. They identify staff training needs through effective supervision meetings. Training has supported staff well to focus on the indoor and outdoor areas, and create an interesting and stimulating learning environment.

### It is not yet outstanding because:

- At times, staff do not consider the organisation of some parts of the routine, which affects children's ability to remain fully engaged in their learning at all times.
- Staff do not consistently make the most of opportunities that arise while children play, to support their growing understanding of letter shapes and sounds.

## What the setting needs to do to improve further

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

- review daily routines, particularly during large-group times, to help all children engage and take part
- build on learning opportunities and experiences, to support and develop children's understanding of letters and words.

### Inspection activities

- The inspector spoke with parents and children, and took their views into account.
- The inspector observed staff's interactions with children across the setting.
- The inspector conducted a leadership and management meeting with the deputy manager.
- The inspector conducted a joint observation with the deputy manager.
- The inspector looked at documentation, including the setting's safeguarding policy.

### Inspector

Angela Cogan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a well-developed understanding of safeguarding procedures and child protection issues. Effective monitoring and evaluating of the provision ensures the manager and staff consistently improve children's learning opportunities. For example, the manager has reflected on the quality of reading opportunities for children and staff now provide very diverse and inspirational resources that motivate children to retell stories. Children receive good support to prepare for their move to school. The management team and staff have built strong relationships with other settings, helping children to experience continuity and a well thought out move to school.

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

Children have lots of opportunities to explore and follow their own ideas. For example, staff encourage them well to solve problems and improve their coordination while experimenting with the flow of water through pipes in the garden. Staff provide exciting activities that motivate children to learn. For example, children choose from a wide variety of role play opportunities and pretend to be builders, ambulance drivers, and bears in a cave. They tell elaborate stories and use well-developed imaginative skills. Children improve their knowledge of the world around them as they paint with water, and are intrigued as the water disappears in the sunshine.

### Personal development, behaviour and welfare are good

Children have good social skills that help them interact positively with others. For example, they work really well together on a seesaw and decide what they need to do to make themselves go higher and faster. Children spend lots of time following their own ideas outside and get lots of fresh air and exercise. Staff are always positive with the children and successfully promote their emotional well-being. For example, children receive constant praise and experience lots of challenge and success. Children make strong relationships with their special key person, which helps them feel confident and secure. Staff have a good understanding of children and their families, and communication with parents is positive and effective.

### Outcomes for children are good

Children are eager to learn. They make exciting discoveries and decisions, and play well on their own and with each other. Children are confident and happy. They think about the needs of their friends, and are respectful and considerate. For example, they take turns to care for a guinea pig and understand what she needs to stay fed and content.

## Setting details

<b>Unique reference number</b>	EY348292
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1092986
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Busy Bees Playgroup Committee
<b>Registered person unique reference number</b>	RP522645
<b>Date of previous inspection</b>	3 June 2015
<b>Telephone number</b>	07880 762 294

Busy Bees Pre-School registered in 1975. It operates from a building in the grounds of Southwick Primary School, near Trowbridge in Wiltshire. The group opens five days a week during school term times from 8am to 5.15pm, and includes an optional breakfast club and an after-school club that takes primary school children. The provision has six staff, all of whom hold appropriate early years qualifications.

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