

# Little Bees Pre-School

Fulbridge School, Keeton Road, Peterborough, PE1 3JQ



## Inspection date

8 May 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 have developed effective working relationships with other agencies. For example, staff encourage parents to take their children to play sessions at the local children centre during holiday times to provide continuity of learning.
- Staff support children who speak English as an additional language well. Staff speak to children in their home language and English and books are provided in a variety of familiar languages. This supports children's development in both languages.
- Staff involve parents in their children's learning and provide them with good information about their child's progress and achievements. Staff provide home sharing bags for parents to use at home to help extend their child's learning at home.
- Children behave well and demonstrate they feel safe and secure in the pre-school. They seek out the staff for support and make confident choices about the toys they want to play with.

### It is not yet outstanding because:

- Group times for young children are not as well organised as other parts of the day. They are too long and as a result, children lose concentration and their learning is not maximised.
- Not all staff consistently promote mathematical ideas during activities. As a result, children do not develop a wide range of mathematical concepts and language.

## What the setting needs to do to improve further

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

- develop the planning of group activities for the younger children so their learning is fully supported
- introduce even more mathematical concepts and language during activities to enhance the support for children's learning and development.

### Inspection activities

- The inspector observed general play and routines in the pre-school. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members including first-aid and safeguarding training certificates, and a range of other documentation.
- The inspector held joint discussions with the manager in relation to observations of the children's play, learning and progress.
- The inspector reviewed the provider's self-evaluation prior to the inspection.
- The inspector spoke to a small number of parents and took their views into account.

### Inspector

Elke Rockey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The staff work with other professionals and maintain high levels of vigilance around possible signs that would give rise to any child protection concerns. Recruitment procedures are robust to ensure that staff are suitable to work with children. The management team use information about children effectively to monitor any patterns of concern and make appropriate referrals. As a result, children's welfare is well supported. The manager keeps effective documentation to ensure the efficient and smooth operation of the setting. The management team is dedicated to the pre-school and support the staff team well. There is a strong commitment to the professional development of staff. The manager conducts regular supervision meetings with all staff to reflect on their work with children and maintain good practise. An effective induction programme helps to ensure new staff have a good knowledge of children and their needs.

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

Staff know the children very well. They gather detailed information about what children know and can do when they begin attending pre-school. Staff assess children's learning accurately and plan specific activities to provide appropriate levels of challenge to meet children's individual needs. This means all children make good progress from their starting points. Staff support communication and language skills well. For example, they sing spontaneously throughout the session and use descriptive words as children feel new textures. Children explore a variety of materials that help them to practise their early writing skills, such as using chalks and paints.

### Personal development, behaviour and welfare are good

The environment is bright and welcoming. Parents are supported to help their child settle quickly through photographs displayed on the wall demonstrating what they can do when they arrive. Staff are sensitive to the individual personalities and preferences of their key children. They effectively use this information to help support children's confidence. For instance, staff encourage children to put on their own aprons and are given stickers for trying. Staff provide children with a broad and stimulating range of play activities which keeps them motivated and interested. Staff teach children about each other's differences. Therefore, they are learning to build positive peer relationships. Staff provide good opportunities for children to develop their physical skills using the outdoor play equipment.

### Outcomes for children are good

All children are developing their social skills and are learning to become confident and independent. This helps them to be ready for the next stage of their learning, such as going to the school nursery class. Older children develop their imaginations and share ideas as they mould playdough into cakes. Children are beginning to recognise their name as they find their photograph with their name on arrival. Children who have special educational needs and disabilities make good progress for their expected abilities. Children who are eligible for early years pupil premium funding are supported well. Staff work in collaboration with other professionals to ensure they make good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	EY485712
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1097135
<b>Type of provision</b>	Sessional 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>	16
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Barnardo's
<b>Registered person unique reference number</b>	RP518879
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01733891251

Little Bees Pre-school was registered in 2015 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school serves the local area and is accessible to all children. It operates from a room within Fulbridge Academy in Peterborough, Cambridgeshire and there is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 4 and 3. The pre-school opens, Monday to Friday term time only. Sessions are from 8.30am until 11.30am and from 12.15pm until 3.15pm. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

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