

Little Busy Bodies Pre School CIC

Stanville Primary School, Stanville Road, BIRMINGHAM, B26 3YN



Inspection date

3 July 2017

Previous inspection date

10 March 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 providers and staff have worked hard to address the weaknesses identified at the last inspection. They have been proactive in driving improvements forward. Ongoing evaluation and effective action planning demonstrates a firm commitment to maintaining a good-quality provision.
- The well-qualified staff team has a good knowledge of how children learn and develop and staff know the children well. Staff make regular and precise assessments of children's learning. They use these to plan effectively and ensure that children continue to move forward in their learning and develop all the skills they need for their move on to school.
- Children are very engaged and settled in the calm and welcoming pre-school. They demonstrate good levels of confidence, showing they feel safe and secure as they move around and choose what to play with. Children benefit from plenty of attention, reassurance and praise, supporting their emotional well-being successfully.
- Partnerships with parents, local schools and other professionals work very effectively and make a strong contribution to meeting children's individual needs.

It is not yet outstanding because:

- Staff occasionally follow routines too strictly and do not consistently encourage children to explore and learn at their own pace.
- Staff's professional development is not yet specifically focused on raising the quality of the teaching to an outstanding level.

What the setting needs to do to improve further

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

- allow flexibility in routines and provide children with more opportunities to direct their own play and learning
- sharpen the focus on staff's professional development, in order to raise the good-quality teaching to the next level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development and progress. She spoke to staff and children at appropriate times.
- The inspector completed a joint observation with the manager and discussed the findings.
- The inspector reviewed relevant documentation, including evidence of the suitability of staff, relevant training certificates and a selection of policies and procedures.
- The inspector held a meeting with the provider and manager and discussed the pre-school's self-evaluation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a very clear knowledge and understanding of their responsibility to follow the safeguarding procedures in the event of a concern about a child in their care. They also understand the wider issues in the care and protection of children. The management team implements secure recruitment and induction procedures to help ensure the continued suitability of staff. The manager successfully monitors how staff implement the educational programme and track children's achievements. Any areas of learning that children fall behind in are quickly addressed to ensure the gaps are swiftly closed. Parents have a strong voice at the pre-school and they offer regular feedback, for instance, following workshops. Parents speak very positively about the pre-school. They say, 'Staff are lovely' and report that their children have, 'Come on in leaps and bounds'.

Quality of teaching, learning and assessment is good

Children are confident, self-assured and happy learners who enjoy their time at the bright and welcoming pre-school. The environment is organised very well to promote children's choice and good independence skills. Children thoroughly enjoy a good range of sensory and creative activities. Outdoors, children use the mud kitchen and add shaving foam, flour, soil and water, mixing these to make pretend cakes and dinner. Children have many opportunities to look at the environment and the natural world. Staff encourage them to use magnifying glasses to look for insects. Children positively respond to staff's use of questioning to challenge their thinking. This helps them to solve mathematical problems, such as using rulers to measure objects, identifying the tallest or smallest, and finding how many more they need to make a given number.

Personal development, behaviour and welfare are good

Staff provide good opportunities to promote children's health, well-being and physical development. The outdoor environment provides a stimulating play space for children. Children manage their personal care needs well, such as putting on their coats before playing outside. They enjoy healthy snacks from the snack table, where they pour their own drinks. Staff promote children's sense of self-esteem through acknowledging and praising positive behaviour with stickers and high fives. Children behave well and play cooperatively. During circle time, children remember the rules for good listening and sitting, using indoor voices and walking inside. Children learn how to keep themselves safe and gentle reminders from staff help them to think of others as they play.

Outcomes for children are good

Children who need extra help receive a good range of support to help them catch up with their peers' development. All children develop the skills and confidence they need for their future success and starting school. They develop good social skills and consider the needs of others. They learn about the wider community, such as finding out about Eid and visiting the local library. Children's literacy and mathematical skills develop very well. They develop good listening skills, practise writing their name and self-register on arrival.

Setting details

Unique reference number	EY415907
Local authority	Birmingham
Inspection number	1096855
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	49
Name of registered person	Little Busy Bodies CIC Pre-School CIC
Registered person unique reference number	RP906075
Date of previous inspection	10 March 2017
Telephone number	0121 464 2322

Little Busy Bodies Pre School CIC registered in 2011. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 to level 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides a wrap-around service in conjunction with the school nursery. The pre-school provides funded early education for two-, three- and four-year-old children.

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