

Busy Bees Preschool

26 Elizabeth Court, Laindon, Basildon, Essex, SS15 5AG



Inspection date

27 September 2017

Previous inspection date

15 November 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The management team has failed to address some of the weaknesses identified at the last inspection. This has a significant impact on children's learning and development.
- The management team do not ensure that the safeguarding policy is implemented in line with government legislation and local authority guidance, with regard to children's access to the internet.
- The provider has not ensured that risk assessments cover all potential hazards.
- The management team do not have a rigorous system to monitor staff's practice. As a result, the quality of teaching is variable. Children do not have opportunities to engage in purposeful learning that ensures they make good progress.
- Assessment arrangements are not effective. Staff do not always identify children's next steps in learning effectively.
- Organisation of space and equipment is poor. The vast amount of toys and resources available restrict children in their play, and does not provide them with good enough opportunities to follow their interests.

It has the following strengths

- Parents speak positively about the preschool and value the relationships they develop with the welcoming, friendly staff team.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that the safeguarding policy is implemented in line with government safeguarding legislation and local authority guidance, with particular regard to children's access to the internet 	08/11/2017
<ul style="list-style-type: none"> ■ put effective arrangements in place to ensure all areas of the environment are checked on a regular basis, when and by whom those aspects are checked, and how risks will be removed or minimised 	08/11/2017
<ul style="list-style-type: none"> ■ conduct regular and purposeful staff supervision to offer coaching and support to raise the quality of teaching across the preschool 	08/11/2017
<ul style="list-style-type: none"> ■ implement systems to ensure that observation and assessment are used effectively to track children's progress precisely and plan accurately for the next steps in each child's learning 	08/11/2017
<ul style="list-style-type: none"> ■ organise the premises and equipment in a way that meets the learning needs of all children. 	08/11/2017

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

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has failed to ensure staff fully understand how to implement the policy for the safe use of technology, such as children's access to the internet. This means children are not adequately protected from the risks, dangers and potential harm that may arise from the use of the internet. The management team do not monitor the quality of practice in the preschool well enough. The manager and the staff team have recently worked with the local authority, and together have developed an action plan for improvement. However, changes have yet to have a positive impact on the overall quality of practice. Since the last inspection, the provider has addressed some of the actions raised. For example, appropriate vetting procedures are now in place to ensure, and check the suitability of all committee members. Staff have a sound understanding of the child protection procedures, and how to report any concerns they may have about the welfare of a child. Recruitment and induction procedures are robust. Most staff hold relevant qualifications but not all demonstrate a secure understanding of how children learn. Staff access some training and have appraisals, but these do not focus enough on improving the quality of teaching for all children.

Quality of teaching, learning and assessment is inadequate

Staff fail to accurately assess children's progress. They do not use what they know about children to plan for the next steps in children's learning or that activities have suitable levels of challenge. As a result, activities do not offer enough challenge, and are not consistently matched to children's needs and interests. That said, children are happy and enjoy some activities on offer. Older children initiate their own imaginative play in the home corner. Younger children move around their play area independently and momentarily stop at resources that interest them. For example, they explore the feel of soft dough, using their fingers.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management compromise children's welfare. Furthermore, weaknesses in teaching means children do not make good progress. Staff do not organise the indoor environment to fully support children's play. There are too many resources for children to choose from, which distracts them as they play. In addition, the organisation of the separate areas for two-, three- and four-year-old children prevents them from following their interests. For example, when children are fully absorbed in play, staff move them unnecessarily to their age related area of the room. Staff identify and address some hazards through risk assessment. For example, they ensure the safe arrival and departure of children. However, some areas of the environment are not routinely risk assessed, such as the unlocked metal door that leads from the outdoor courtyard to a public footpath. This poses a potential risk to children's safety. Nevertheless, some aspects of children's emotional well-being are promoted. Staff are kind and caring. They promote good manners and encourage children's self-care skills and sound hygiene routines. Staff plan settling-in routines for children, in consultation with parents, which helps to foster children's emotional well-being. Staff exchange information with parents about children's

daily care routines. They work with parents and other childcare professionals to follow specific support plans for children who have special educational needs and/or disabilities. Outdoors, children benefit from fresh air and exercise, which helps to enhance their physical development.

Outcomes for children are inadequate

Children are not making good progress from their starting points because weaknesses in teaching mean their learning is not promoted well enough. As a result, children are not gaining all the necessary skills they need to support them in their future learning. However, children are becoming independent. For example, they help to prepare their own snacks. They make friendships with others and learn to socialise in groups.

Setting details

Unique reference number	EY481779
Local authority	Essex
Inspection number	1078806
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	42
Name of registered person	Busy Bees Pre-School Playgroup Committee
Registered person unique reference number	RP520640
Date of previous inspection	15 November 2016
Telephone number	01268 418 555

Busy Bees Preschool registered in 2014. The preschool employs 10 members of childcare staff. Of these, eight staff hold an early years qualification at level 3 and one member of staff holds an early years qualification at level 2. The preschool opens from Monday to Friday, during school term times. Sessions are from 8.15am until 2.45pm. A holiday club sometimes operates according to demand. The preschool provides funded early education for two-, three- and four-year-old children.

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