

# Busy Bees Pre-school Playgroup

Grange Lane, Littleport, Ely, Cambridgeshire, CB6 1HW



## Inspection date

26 September 2017

## Previous inspection date

28 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

- Managers share their clear expectations of the standards that must be met with staff. As a result the quality of care and teaching has significantly improved, and is now good.
- Significant improvements have been made to assessment of children's progress since the last inspection. Managers closely monitor the progress that children make across the areas of learning. Teaching is targeted to children's individual needs. Good partnerships with other professionals ensure that children receive appropriate individualised support.
- Children become confident talkers. Staff support their speech and language development very well. Staff speak to children during play. They introduce new words to children, such as, 'centipede' and 'wiggly worm'.
- All children, including those who speak English as an additional language, make good progress in their learning. Some children, particularly those who are behind when they first begin, make better than expected progress.
- Staff develop positive relationships with parents. They regularly update parents on their children's progress and time spent at the pre-school. Parents are encouraged to share their child's achievements with staff.

### It is not yet outstanding because:

- Staff do not fully promote children's learning, specifically with regard to gaining an understanding of risk through activities, particularly in the outdoor play area.

## **What the setting needs to do to improve further**

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

- Consider how more meaningful opportunities can be provided for children to explore their environment to safely gain a greater understanding of risk.

### **Inspection activities**

- The inspectors spoke with members of staff and children at appropriate times during the inspection.
- The inspectors sampled various documents, including a range of policies and procedures and evidence of self-evaluation.
- The inspectors observed the quality of teaching during activities indoors and in the garden and assessed the impact this has on children's learning.
- The inspector engaged in a joint observation with the manager.
- The inspectors considered the views of parents during the inspection.

### **Inspectors**

Lesley Barrett / Kate Hipperson

## Inspection findings

### Effectiveness of the leadership and management is good

Since the last inspection the staff have worked hard to make changes to the pre-school; they have worked closely with the local authority adviser and are committed to continuous improvement. Robust systems are in place for self-evaluation so that they can continue to monitor and drive improvement through staff training and development. The arrangements for safeguarding are effective. All staff are fully aware of their responsibility to protect children from harm. They are familiar with the procedures they should follow to report any concerns they may have. Staff monitor the physical environment to help them minimise any potential hazards. Staff deployment is effective.

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

Staff support children effectively so they acquire skills in order to reach their next steps in their learning. Staff seek information from parents about what children do at home, this helps them plan activities relating to children's interests. The staff tailor activities according to individual children's needs and abilities. For example, they make an activity picking up conkers more challenging by creating smaller compartments for the conkers, and providing a spoon for a younger child who is not yet able to operate the plastic tweezers. Children concentrate and engage in activities for long periods as the staff play enthusiastically alongside them. For example, while children play with fire engines and trucks, a member of staff uses interesting voices for the imaginary characters and makes vehicle sounds. Children then build on the story and offer cues for each other to join in, such as, 'do you need any help because I have got a ladder.' Staff introduce counting and numbers, they regularly read stories and sing songs with the children. This helps to develop children's early mathematical and literacy skills.

### Personal development, behaviour and welfare are good

Staff create a stimulating environment indoors and outdoors. They help children to settle, with a gradual process, which differs according to children's individual needs. Staff promote children's self-esteem successfully; for example, through praising their efforts and achievements. Children generally behave well and any challenging behaviour is handled effectively. They are physically active every day, although the opportunities for them to gain an understanding of risk through planned activities are not sufficiently developed.

### Outcomes for children are good

The good progress that children make prepares them well for the next stages in their learning. Children enthusiastically choose the activities they would like to do. They listen to one another and take account of what adults say to them. Children enjoy taking responsibility for tasks, such as, tidying up and serving their own drinks. They grow in confidence during their time at the pre-school. Children cooperate with each other during play and share their enjoyment of activities. For example, they share their delight as they discover insects in the soil and follow each other as they ride on scooters.

## Setting details

<b>Unique reference number</b>	221727
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1115539
<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 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Busy Bees Playgroup (Littleport) Committee
<b>Registered person unique reference number</b>	RP518997
<b>Date of previous inspection</b>	28 March 2017
<b>Telephone number</b>	01353 968606

Busy Bees Pre-school Playgroup was registered in 1992 and operates from a purpose-built building in the grounds of the primary school. Opening times are Monday to Friday from 8.50am to 2.50pm, during school term times. The pre-school provides funded early education for two-, three- and four-year-old children. There are 3 staff employed, including the manager. Of these, one staff holds a qualification at level 6, one at level 3 and one at level 2.

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