

Busy Bees Pre-school

Methodist Church Hall, Church Road, Bexleyheath, Kent, DA7 4DD



Inspection date

27 February 2018

Previous inspection date

21 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- Monitoring and evaluation of the provision are not sufficiently rigorous to ensure policy and practice are aligned with current statutory guidance. Policy documents have not been updated to reflect the Local Safeguarding Children Board procedures. The provider has not ensured all documentation is easily accessible and available for inspection.
- Although the provider, who is also the manager, tracks the progress children make, this has not been fully implemented to show the progress of different groups of children in the provision.
- Staff do not always help older children to understand the importance of listening while others are speaking during group activities.

It has the following strengths

- The provider and her staff form an experienced and well-qualified team that has a secure knowledge of how young children learn and develop. They work well together and maintain good levels of achievement for all children.
- Staff know children well and have a warm and caring rapport with them. They speak to children in a calm and respectful manner and consistently help children to understand how to manage their own behaviour and make friends.

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
■ ensure the safeguarding policy is updated to reflect current statutory guidance	23/03/2018
■ ensure that all records are easily accessible for inspection.	23/03/2018

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

- build on the already good monitoring of children's progress to further identify gaps in achievement between different groups of children, to ensure all children achieve at the highest possible level
- help older children to understand the importance of listening while others are speaking during group activities
- strengthen the monitoring and evaluation of the pre-school to accurately identify and implement the changes required to swiftly raise the overall standard of the provision.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager. She looked at relevant documentation, such as the policies and procedures, children's records and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management requires improvement

Evaluation of the provision is not monitored closely enough. As a result, the safeguarding policy has not been updated to reflect current guidance. Furthermore, some records are not accessible for inspection to show how staff's suitability is fully assessed. Safeguarding is effective. Staff have a strong understanding of their role in keeping children safe. They know the action to take if they are concerned about a child's welfare. All staff have been vetted through the appropriate procedures. Planning, observation and assessment work well to identify any gaps in learning. However, this has not been extended to cover the different groups of children who attend the pre-school to make sure all children achieve to the highest level. Partnerships with parents, other professionals and local schools work well to ensure continuity in care and learning. Parents comment positively about the provision and the staff team. They say their children are really happy and they have noted improvements in their confidence and speech.

Quality of teaching, learning and assessment is good

Staff plan the environment effectively for children to cover all aspects of their learning and development. Children benefit from the good teaching strategies and interactions by staff. Younger children's communication and language are fostered successfully. Children enthusiastically sing action songs, and listen to short stories. Older children's literacy skills are good. They show a keen interest in books and singing nursery rhymes. All children have many opportunities to practise their mark-making skills and older children have a go at writing their name. Older children are confident in sharing their views and talk about what they enjoy doing at pre-school. For example, they like riding bicycles, painting and completing puzzles. Children have fun and make up their own games. They use their imaginations in role play and dressing up, and organise games, such as hide and seek. All children enjoy painting and art and craft activities.

Personal development, behaviour and welfare are good

Children's health and physical development is promoted well. Children follow good routines, such as washing their hands after using the bathroom and before eating. They enjoy healthy snacks and have opportunities to develop their physical skills. Older children competently pedal bicycles. Children play and learn in a welcoming and friendly environment, where their emotional well-being is supported effectively. Staff work closely with parents and other professionals to share valuable information to ensure children's needs are met and children achieve well.

Outcomes for children are good

Children make good progress in their learning in relation to their starting points and individual needs. They are confident, develop good self-care skills and express their views. Children's literacy and mathematical development is good. Children are beginning to link letters to the sound they represent. They count and understand about shape and size. Children learn about the world around them and this helps them to understand about the needs of others.

Setting details

Unique reference number	115342
Local authority	Bexley
Inspection number	1089144
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	28
Number of children on roll	43
Name of registered person	Busy Bees Bexleyheath Ltd
Registered person unique reference number	RP535202
Date of previous inspection	21 April 2015
Telephone number	0208 306 0568

Busy Bees Pre-school registered in 1995. The pre-school employs seven members of childcare staff, including the provider/manager. Five staff hold qualifications at level 3 and the provider holds qualified teacher status. Session times are from 9am until midday, midday until 3pm and 9am until 3pm, Monday to Friday, during school term times. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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