

Busy Bee Pre-school

20 Bailey Close, Chingford, London, E4 9HG



Inspection date

25 April 2018

Previous inspection date

13 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 manager evaluates the pre-school well. She is clear about the strengths and has an action plan in place to improve the provision and children's outcomes further. The manager has addressed the recommendation from the previous inspection well and has now increased opportunities to strengthen children's early literacy skills.
- Staff develop close relationships with parents. They share information regularly about children's development and encourage parents to extend learning at home. Parents provide positive feedback about the pre-school. For example, they praise staff's professional approach and the opportunities available for children to enjoy and learn.
- Staff skilfully move around to interact with children during their play, to help them learn and make good progress with their development.
- Children are clear about their likes and dislikes, and they focus on activities that interest them well. Children know when to ask for help and seek reassurance to support their development.

It is not yet outstanding because:

- Staff do not consistently support children to consider how their behaviour affects other children's learning. At times, they do not encourage children to tidy up the environment and do not address loud noise levels to ensure all children benefit fully from activities.
- Some staff do not track children's progress as precisely as possible and, occasionally, miss some opportunities to strengthen children's learning further.

What the setting needs to do to improve further

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

- continue to extend support to help children understand the impact of their behaviour on other children's learning
- make better use of the processes in place to monitor children's development and promptly take actions to extend their learning further.

Inspection activities

- The inspector observed the quality of teaching in the playroom and the outdoor play area, and looked at some of the children's assessment records and staff's planning documentation.
- The inspector held discussions with the manager during the inspection.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Martina Mullings

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of their role to safeguard and protect children. They are familiar with child protection issues and procedures to report any concerns, including allegations made against staff. Robust recruitment and vetting processes are in place to ensure suitable staff are employed to work with children. The manager ensures students and visitors are never alone with children. The manager completes regular staff supervision and offers guidance and developmental opportunities to help enhance their practices. Staff obtain information from parents at the start of placement to help identify children's starting points. They complete the progress check for children between the age of two and three years. Staff work with other professionals and begin to narrow gaps in children's learning. For example, they support children to develop their speech and language development.

Quality of teaching, learning and assessment is good

Staff observe children and plan stimulating activities to build on what they already know. For example, children enjoy digging and scooping the sand to fill containers and to make different designs. They strengthen their hand muscles and develop their sensory and creative skills effectively. Children use their imaginations well and strengthen their understanding of the wider world successfully. For example, they pretend to bathe and care for their dolls, and they know how to operate technological toys, such as a camera. Children learn about nature. They can identify and name different animals, vegetables and fruit. Staff skilfully support children to develop an interest in stories, using props and asking simple questions to help them understand.

Personal development, behaviour and welfare are good

Children settle well and develop close attachments to their key person. They display a strong sense of belonging and freely move around to explore and learn. Staff make good use of the outdoor play area to extend opportunities to support children's learning. For example, they provide different physical resources and set up an obstacle course for them to enjoy and learn how to crawl, jump, balance and climb. Children learn to be patient and wait for their turn. They form close friendships with other children and address them using their name. Staff provide varied opportunities for children to learn about different people and families within the local community. Staff promote healthy eating and encourage parents to provide healthy lunches for children to eat.

Outcomes for children are good

Children make good progress in relation to their starting points. They gain the skills to support the next stages in their learning and for school. For example, children learn to count and recognise numbers well. They practise making marks in preparation for writing, and express themselves in different situations well. Children grasp and use resources effectively. They display good coordination and mobility.

Setting details

Unique reference number	146918
Local authority	Waltham Forest
Inspection number	1127191
Type of provision	Full-time 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	50
Number of children on roll	62
Name of registered person	Busy Bees Pre-School Committee
Registered person unique reference number	RP517644
Date of previous inspection	13 July 2015
Telephone number	020 8559 4473

Busy Bees Pre-school registered in 1993. It is situated in Chingford, in the London Borough of Waltham Forest. The pre-school is open from 8.30am to 3pm each weekday during term time. A holiday playscheme operates each weekday from 10am to 3pm during the school holidays. It provides funded early education for children aged two, three and four years. The pre-school employs 13 members of staff, including the manager. Of these, three staff hold early years qualifications at level 5, seven staff hold early years qualifications at level 3 and one member of staff holds an early years qualification at level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

