

# Busy Bees Pre School

Hodgson Community Centre, Hodgson Avenue, Werrington, Peterborough,  
Cambridgeshire, PE4 5EG



## Inspection date

Previous inspection date

16 May 2018

22 May 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 is knowledgeable, experienced and dedicated to the pre-school. She leads her staff team very well. She has a good understanding of the requirements of the early years foundation stage. She ensures that she is meeting these at all times.
- Children come into pre-school very happily each morning and are excited to meet up with their friends. Children are confident and self-assured. They relish playing with the wide range of resources, which staff lay out thoughtfully for them.
- Partnerships with parents are excellent. Staff go out of their way to support families and promote positive outcomes for children. Staff attend appointments with outside agencies in their own time. Staff also provide helpful guidance and support for families to support children's well-being. For example, they give advice on dental health.
- Staff demonstrate good-quality interactions and teaching skills. Staff attend regular training and development sessions. They use what they have learned on these courses to influence their practice. For example, one member of staff has recently enhanced the role-play area with more real-life mark-making opportunities for children.

### It is not yet outstanding because:

- Staff do not give children who are learning English as an additional language enough opportunities to hear their home language in the setting.
- Although individual children's progress is monitored well, the manager's systems for monitoring the progress of different groups of children are not embedded enough to focus on all groups that may require additional support or challenge.

## What the setting needs to do to improve further

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

- build on the opportunities for children who are learning English as an additional language to hear and use their home language, to fully support their language development
- strengthen the arrangements for comparing the progress made by different groups of children to identify groups that may need further support or challenge.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke to the manager, staff and children at appropriate times. She looked at relevant documentation and checked evidence of the suitability of persons working on the premises.
- The inspector spoke to a number of parents and took into account their views.

### Inspector

Josie Mapes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a robust understanding of the possible signs and symptoms of abuse. They know whom to contact if there are concerns about the welfare of a child. The manager is enthusiastic and committed to delivering a high-quality service to families and children. The manager and her team reflect clearly on their practice. Clear priorities for development are in place. The manager monitors the quality of teaching and provides staff with regular feedback about their performance. Staff support children with complex medical needs very well. They follow clear procedures when administering medication and work in partnership with parents to ensure they meet all their needs suitably. The manager clearly understands the requirement to notify Ofsted of any serious incidents or accidents.

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

Children are fascinated by the arrival of some new birds in the pre-school bird house. Staff enthusiastically point the birds out to children and encourage them to be quiet so that they will be able to see them. Children enjoy watching the birds flying in and out of the house through home-made binoculars. Staff talk enthusiastically with the children about what the birds might be doing, to increase their vocabulary and extend their understanding. Staff complete regular assessments of children's learning and share these regularly with parents. Staff support children who have special educational needs and/or disabilities very well. Staff work in close partnership with other agencies involved in their care to ensure that any support and advice given is consistent.

### Personal development, behaviour and welfare are good

Children behave very well. They share with their friends and take turns with resources. Children listen well to staff when they are giving instructions or information. Staff ask children if they can pretend to be a statue. Children know that this is their cue to stop what they are doing and listen to staff. Children enjoy free access to the well-resourced outdoor area and often choose to spend long periods outside. Staff deploy themselves well throughout the setting and supervise children carefully to ensure that they stay safe at all times. Staff support children with healthy lifestyles. Children are active. They pedal on bicycles and climb on the large play equipment.

### Outcomes for children are good

All children make good progress in their learning and development from their starting points. Children are well prepared to make the transition to school. Children are eager and enthusiastic learners who are developing and progressing well to their next steps in learning. Children initiate their own play and make their own choices from the activities on offer.

## Setting details

<b>Unique reference number</b>	256752
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1090447
<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 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Mary Bridgett Ryan
<b>Registered person unique reference number</b>	RP512527
<b>Date of previous inspection</b>	22 May 2015
<b>Telephone number</b>	07762 125794

Busy Bees Pre School registered in 1988. The pre-school employs six members of childcare staff. All hold appropriate early years qualifications, including one with early years professional status. The pre-school opens Monday, Tuesday and Thursday from 9am until 3pm. It opens from 9am until midday on Wednesday and Friday during term time only. 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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