

Busy Bees Pre-School

The Pavilion, Eynsford Close, Petts Wood, Kent BR5 1DP



Inspection date	21 November 2018
Previous inspection date	14 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The ambitious manager is very passionate and committed to her role. She has clear expectations that she shares effectively with the enthusiastic staff. They work well as a team to maintain the good quality of care.
- Staff support children's emotional well-being effectively. Children develop strong bonds with the staff and settle quickly and comfortably in their care. Parents comment that children 'love to come' to the pre-school and that staff are like an 'extended family'.
- Staff provide a well resourced and interesting environment that effectively supports children to learn through play. For example, children explore and freely choose from a good range of resources. This helps them to become curious and enthusiastic learners. Children progress well during their time at the pre-school.
- Children are developing into confident communicators. Staff consistently use simple techniques, such as repeating words, to help children develop their early language skills.

It is not yet outstanding because:

- Staff do not always implement a highly effective exchange of information with all parents to fully promote a consistent approach to children's learning.
- At times, staff do not give enough consideration to ways in which they can further support children's emerging mathematical skills during everyday activities.
- The manager does not consistently monitor the progress between different groups of children to support staff to identify and close any emerging gaps as soon as possible.

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 already good partnerships with parents to consider more ways to further engage all parents in sharing information about children's development and achievements.
- extend opportunities to further encourage children to use their developing mathematical knowledge and skills in their play.
- fully implement robust systems for tracking different groups of children so that any gaps in learning can be identified and addressed at the earliest opportunity.

Inspection activities

- The inspector observed interactions between the staff and children in the inside space and the outside environment.
- The inspector spoke to key people and viewed individual children's development records.
- The inspector carried out a joint observation with the manager.
- The inspector gained feedback from parents and considered their views.
- The inspector looked at a range of documentation, including the pre-school's policies and staff records.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager works hard to ensure all staff have a good understanding of their role in protecting children. Staff know the children and their families well. They are confident in their knowledge of current safeguarding issues and requirements, and the procedures to follow to record and report any concerns. This helps to ensure children are kept safe. The manager monitors staff practice and supports staff well to enhance their good skills. For example, staff attend training to help them gain a deeper understanding of how they can further support children's individual needs. They use this knowledge to help them implement specific resources and experiences that further support children's progression. The manager uses an effective process to evaluate pre-school practice. She works closely with other staff, parents and professionals to evaluate what works and to implement successful changes.

Quality of teaching, learning and assessment is good

Staff record regular observations of children's learning as they play. They successfully use these observations to plan exciting and challenging experiences. Overall, staff are good teachers. They listen to children well and recognise how and when to enhance their interests and ideas. This helps to extend children's experiences and understanding. For example, staff actively join in children's role play, as they use their good imaginative skills to pretend to be doctors. Children use well developed physical skills as they correctly use simple tools in their play. They pretend to listen to heart beats and give medicine. Staff introduce the children to the names of the tools, such as 'stethoscope', which the children repeat in their play. They show strong language skills as they inform staff they are ill as they have been 'eating bad vegetables'.

Personal development, behaviour and welfare are good

Staff maintain a safe and welcoming environment. They offer lots of praise and encouragement and are sensitive and caring. Children behave well. They are effectively supported to develop a good understanding of how to play, share and work cooperatively with others. Children continually chat to each other and work together to complete simple tasks. For example, children work together to carry coloured mats. They talk to each other about the colours as they take time to line the mats up on the floor. One child relays that they will get the green one, as it is their favourite colour. Children learn to manage their own health and hygiene needs. For example, they independently wash their hands before eating.

Outcomes for children are good

Children are keen learners who are eager to participate and persevere with new challenges. They learn and practise skills to support the next stages in their development. For example, young children show emerging skills as they use spoons to scoop uncooked pasta onto plates in a play kitchen. As they carry the plates to their friends, the pasta falls off. Children use trial and error to try different ways to hold the pasta on the plate. Using strong physical skills, they settle on using two hands to successfully carry the plate. Children later use their emerging coordination as they serve themselves fruit at snack time.

Setting details

Unique reference number	EY247983
Local authority	Bromley
Inspection number	10061923
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	18
Name of registered person	Busy Bees Pre-School Partnership
Registered person unique reference number	RP521062
Date of previous inspection	14 January 2016
Telephone number	01689839611

Busy Bees Pre-school registered in 2002. It is situated in Petts Wood, Kent. The pre-school opens five days a week during term time only. Sessions are from 9.15am to 2.45pm, Monday to Thursday, and 9.15am to 12.15pm on Friday. There are seven members of staff, all of whom hold relevant childcare qualifications at level 2 or 3. The pre-school is in receipt of early education funding for two-, three- and four-year-old children.

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