

# Busy Bees Pre-School

St. Annes Community Centre, Warrys Close, Hythe, Southampton,  
Hampshire SO45 3QR



<b>Inspection date</b>	4 December 2018
Previous inspection date	23 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- All groups of children, including those with special educational needs and/or disabilities (SEND), make good progress. Older children count, recognise colours, draw and write their names. Children have the necessary skills to move on to school. Younger children use their imaginations to play and create stories.
- Staff nurture children well, building their confidence. The key people know the children well and support them sensitively if they are upset, so that they settle quickly. Staff communicate well with parents and provide ideas and resources for parents to support learning at home.
- Staff assess children's learning and development accurately. They follow children's interests and develop their play well, providing continued challenge through sensitive questions. Children explain their understanding well.
- The recently appointed manager has used her induction period successfully to identify how the pre-school can be improved. She works well with staff, and the committee involves parents, to evaluate the pre-school and make suggestions.
- Staff do not fully utilise the space in the outdoor area to extend children's opportunities to learn and develop.
- The knowledge and skills of all staff about children's specific social, emotional and mental health needs can be developed 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 develop the use of the outdoor space to extend children's opportunities to learn
- further develop all staff's knowledge and skills of specific special educational needs, such as social, emotional and mental health needs.

### Inspection activities

- The inspector spoke to parents, children and staff, and took their views into account.
- The inspector observed staff teaching and children learning indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector sampled necessary documents, procedures and policies, including that related to safeguarding.
- The inspector held meetings with the manager and had discussions with staff and other visiting professionals.

### Inspector

Janet Dinsmore

## Inspection findings

### Effectiveness of leadership and management is good

The new manager works well with the staff team, including those recently appointed, to check their skills. Leaders have improved teaching by working with speech therapists to plan activities that develop children's communication and vocabulary. Safeguarding is effective. The manager ensures staff are vigilant, accurately recording any concerns or unexplained absence and reporting these correctly. The manager and staff work well with other agencies to share necessary information to protect children. The manager uses additional funding well to increase learning time in the pre-school to help children catch up and interesting resources for parents to use at home. The manager checks the assessment and progress of all children regularly. She identifies gaps in learning and development, and ensures other professionals provide guidance to staff and support for children. The manager can further develop recently appointed staff's knowledge of specific social, emotional and mental health needs of some children with SEND so that these children are even more effectively supported.

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

Staff plan interesting activities that challenge and develop children's learning. Staff follow children's interests, continually developing their ideas and sustaining their interest and concentration. For example, staff supported children effectively, as they played with sand and water in a tray, to construct a tropical beach with a wide variety of toy fish, plants and turtles. Children counted, compared numbers and sizes, and developed their knowledge of how turtles bury themselves. Staff use familiar stories and information books well to develop children's early literacy skills. Staff carry out programmes recommended by speech and language therapists. For example, staff plan specific activities for individual children with communication difficulties to extend their vocabulary, understanding and turn-taking skills.

### Personal development, behaviour and welfare are good

Children are curious, for example, as they observe spiders in their webs. They play cooperatively and enjoy talking to each other as they share food together at snack time and lunch time. They quickly wash their hands and independently pour drinks. They put on protective clothing to play outside. Children use a range of equipment safely, being careful not to throw balls in the wrong direction, for example. Children confidently and successfully use tricycles, scooters and balance stilts, for example, to develop their physical skills and avoid collisions. Children know where resources are and retrieve them quickly for themselves.

### Outcomes for children are good

Older children use books to find interesting information and enjoy familiar songs and stories. They throw balls accurately and excitedly develop imaginary games as they serve food in the role-play area, for example. Younger children eagerly develop their hand-to-eye coordination using glue and sticks to make models. Children with SEND make good progress in understanding and following simple instructions. They make good progress in developing their communication skills.

## Setting details

<b>Unique reference number</b>	EY281439
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10068753
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Busy Bees Pre-School Committee
<b>Registered person unique reference number</b>	RP524086
<b>Date of previous inspection</b>	23 April 2013
<b>Telephone number</b>	07747547642

Busy Bees Pre-School registered in 2004 and is run by a voluntary committee. It is in St Anne's Community Centre in Hythe, Southampton. It is open from 9.15am until 12.15pm on Monday, Thursday and Friday and from 9.15am until 3.15pm on Tuesday and Wednesday, in term time. The pre-school receives funding to provide early years education for two-, three- and four-year-old children. There are eight staff. The manager is qualified at level 6, the deputy manager at level 5, five staff have qualifications at level 3 and one is qualified 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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

