

# Buzzee Beez Pre-school Ltd



Trinity United Reformed Church, Harberts Road, Harlow CM19 4EU

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 13 December 2018 |
| Previous inspection date | 1 December 2014  |

| <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                   |                         | Outstanding | 1        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Staff provide excellent support for families. Their knowledge of individual family needs and how to help parents and children is superb. Children's well-being is at the heart of the pre-school provision.
- Staff's knowledge of safeguarding practice is detailed. Staff are alert to the possibility of children suffering harm and know how to record and report these concerns to protect children.
- Children are kind to each other. Staff provide high-quality support to help children learn to share and to be helpful to others.
- Staff work extremely closely with other agencies to support children who need additional help. This helps to ensure they make the best possible progress.
- Staff monitor children's progress effectively. They quickly identify gaps in learning and put in place strategies to help children acquire the skills they need.
- Staff make effective use of children's interests to plan worthwhile experiences.
- The staff team works well together. They are organised and communicate effectively to ensure they are well deployed throughout the pre-school.
- Staff do not routinely use all possible sources of feedback to help them tailor their provision and raise the quality to an even higher level.
- Occasionally, staff provide too much help and offer children support rather than enabling them to test their own abilities.

## What the setting needs to do to improve further

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

- extend systems for self-evaluation and use the feedback to enhance the already good practice
- enhance opportunities for children to show what they know and can do during activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

### Inspector

Alison Reeves

## Inspection findings

### Effectiveness of leadership and management is good

The well-organised team provides good-quality care and learning for children. The arrangements for safeguarding are effective. Staff attend regular safeguarding training. The manager helps staff to refresh their knowledge, covering safeguarding at staff meetings and as part of individual supervision meetings. Staff complete further training to gain recognised qualifications and to enhance their knowledge and skills. The majority of staff have a very good underpinning knowledge of the early years curriculum and how children learn. Staff use additional funding effectively to support children to make progress in areas where they most need it. Staff reflect on their practice to help identify aspects that they can improve, overall.

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

Key persons know their key children well. They consider children's needs and know how to engage them in activities that help to develop understanding. Staff provide good support for children during planned group activities. They sit with children to help them focus their attention on what is happening. Staff and children enjoy books together. They sit under the canopy outdoors sharing stories. This helps to promote children's speaking and listening skills and to expand their vocabulary. Children and staff play imaginative games together. They make food in the mud kitchen and wrap presents for Christmas. All areas of learning are supported, indoors and outside. This supports children who enjoy learning in different environments extremely successfully. Staff frequently observe and assess children's progress. They share their findings with parents.

### Personal development, behaviour and welfare are outstanding

Staff work hard transforming the church rooms into an inviting and vibrant learning space. Children have excellent opportunities to choose their play. They are very absorbed in cutting the vegetables in the role-play area. They experiment with child-safe equipment, trying to find the best way to chop and peel. There is a varied selection of real vegetables for the children to use. Staff explain how they use the vegetables to teach children about healthy eating and what raw foods look like. Children thoroughly enjoy the sociable snack time. They have lively conversations and the experienced staff promote children's independence effectively and encourage them to serve themselves. Children are confident, happy and settled. Staff enthusiastically engage children in activities that help them to develop high levels of self-esteem. The performances on stage for their Nativity play shows how excited they are to sing, dance and speak.

### Outcomes for children are good

Children make good progress from their starting points. They take part in purposeful activities that help them to prepare for learning in school. Children participate well in registration activities. They show that they know how to concentrate, how to listen to questions and conversation and how to respond. Children learn to sit sensibly and to line up when moving to a different part of the building as a group. Children use numbers for counting and mathematical language in their play. They begin to make marks and develop their early writing skills.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | EY405399                           |
| <b>Local authority</b>                           | Essex                              |
| <b>Inspection number</b>                         | 10069345                           |
| <b>Type of provision</b>                         | Sessional day care                 |
| <b>Registers</b>                                 | Early Years 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>                    | 28                                 |
| <b>Number of children on roll</b>                | 43                                 |
| <b>Name of registered person</b>                 | Buzzee Beez Pre-school Ltd         |
| <b>Registered person unique reference number</b> | RP529519                           |
| <b>Date of previous inspection</b>               | 1 December 2014                    |
| <b>Telephone number</b>                          | 01279444281                        |

Buzzee Beez Pre-school Ltd registered in 2010. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 4pm. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children.

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