

Busy Bees Pre-school

Methodist Church Hall, Church Road, Bexleyheath, Kent DA7 4DD



Inspection date	18 December 2018
Previous inspection date	27 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Staff know children well. They make effective use of what they know of the individual children to plan for what the children need to learn next, which helps to motivate children to play and explore.
- Staff have developed trusting and secure relationships with parents. Daily conversations between staff and parents help to provide a consistent approach to supporting children's care and learning.
- Staff put a lot of thought into the planning of the environment. They have a varied range of resources and activities that sparks children's imagination and curiosity.
- Children behave well. Staff are positive role models for children and help them to follow the rules and boundaries in the setting. They praise the children for their achievements. This helps to promote children's confidence and self-esteem.
- Staff are caring and build strong bonds with all children, to support their emotional well-being effectively. Children, including the youngest, settle quickly and are happy, confident and eager to learn.
- Staff do not always help children to learn the reasons for eating nutritious meals.
- Staff do not consistently make the most of daily routines to develop children's independence and self-help skills further.

What the setting needs to do to improve further

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

- help children to understand the reasons for eating nutritious meals
- encourage children to do more things by themselves, to promote their independence and extend their self-help skills.

Inspection activities

- The inspector looked at a sample of the children's learning records, staff's observations and planning, and a range of documentation, such as the evidence of staff's suitability checks.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

Inspector

Cher Walker-Moore

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of child protection procedures and they know how to manage any concern they may have about a child's welfare. The manager has updated her safeguarding policy and all staff have recently attended safeguarding training. The manager implements systems for the safe recruitment of staff. She checks their ongoing suitability. Staff attend regular meetings where they reflect on the quality of the provision and discuss ideas for improvement. Since the last inspection, the manager has put procedures in place to help her to track the progress of different groups of children. She uses this information to help her to evaluate her setting, and has developed a targeted improvement plan to improve the overall outcomes for the children and to close any gaps in learning as quickly as possible. The manager encourages staff to attend training to strengthen their skills. Parents speak extremely highly of the staff. They comment on how much their children have gained confidence since starting at the setting.

Quality of teaching, learning and assessment is good

Staff assess children's progress accurately. They plan activities that interest children and extend children's knowledge well. Staff explore alongside children as they play and investigate, skilfully using a range of strategies to support children's learning. For example, they encourage children to think about the ingredients they need to cook dinner at the pretend café. They ask questions, such as, 'How are you going to cook it and what do you think it will look like?' This helps children to build on their creative and imaginative skills. Staff provide children with good opportunities to practise their early writing skills as they write orders for dinner. Children are encouraged to write their own name on their work. Staff support young children's communication and language skills well. For example, they describe what the children are doing and effectively introduce new vocabulary and words as they manipulate the dough into shapes.

Personal development, behaviour and welfare are good

Children are happy and ready to learn when they arrive at the setting. They quickly engage in the range of stimulating activities on offer and demonstrate a secure sense of belonging and emotional well-being. Children are polite, respectful and are kind to each other. They can share and take turns with minimal support. Staff value children's efforts and celebrate their achievements. Children display good levels of confidence and self-worth. Staff encourage children to exercise. Children happily play on the big apparatus and physical play equipment. This enables them to practise their skills in climbing, balancing and negotiating space.

Outcomes for children are good

Children display good social skills and form strong friendship groups. Older children develop good listening skills and enjoy listening to each other's news during group time. Children recognise their name as they self-register. Children are developing the key skills they need for school.

Setting details

Unique reference number	115342
Local authority	Bexley
Inspection number	10080457
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	28
Number of children on roll	24
Name of registered person	Busy Bees Bexleyheath Ltd
Registered person unique reference number	RP535202
Date of previous inspection	27 February 2018
Telephone number	0208 306 0568

Busy Bees Pre-school registered in 1995 and is located in Bexleyheath, Kent. The pre-school employs five members of childcare staff, including the provider/manager. Four staff hold qualifications at level 3 and the provider holds qualified teacher status. Session times are from 9am until midday, midday until 3pm, and 9am until 3pm, on Monday to Friday during school term times. The pre-school provides funded early education for two-, three- and four-year-old children.

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