

# Busy Bees Pre-school Flitwick



Flitwick Lower School, Temple Way, Flitwick, BEDFORD MK45 1LU

<b>Inspection date</b>	30 January 2019
Previous inspection date	9 February 2016

<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 use highly sensitive methods to help settle children in the pre-school. Visits are planned to suit the needs of each child, to quickly help them feel extremely safe and happy.
- Staff encourage parents to continue to support children's learning at home. For example, they provide resources, such as story sacks and board games, that children can take home to share with their families.
- The manager uses a variety of ways to support staff's professional development. Colleagues have opportunities to observe each other and feed back their thoughts and ideas. This helps to strengthen and extend their already good knowledge and understanding of how children learn.
- Children enjoy exploring in the stimulating garden. They use headsets to talk to their friends while they move around the space. This helps to encourage children to talk and listen to others.
- Staff understand that children learn in different ways. They provide a wide variety of equipment and opportunities for children to make marks, helping to support their early writing skills. For example, children enjoy making their marks light up when they use special boards and pens.
- Children have excellent opportunities to learn about other communities and languages. For example, staff share some words in different languages with children. These words are familiar to children who speak English as an additional language.
- Staff offer challenges to children but sometimes miss opportunities to fully extend children's learning during self-chosen play, experiments and investigations.

## What the setting needs to do to improve further

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

- add even more challenges to children's self-chosen play, experiments and investigations.

### Inspection activities

- The inspector observed activities in the playrooms and garden. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the manager and chair of the management committee.
- The inspector carried out a joint observation with the manager.
- The inspector checked the evidence of the suitability of the staff. She viewed a range of documents, including attendance registers and evaluation questionnaires.
- The inspector spoke to a small number of parents. She took their views, and those written in letters, into consideration.

### Inspector

Katrina Rodden

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Providers carefully follow the robust procedures they have in place to help ensure staff and new committee members are suitable for their roles. Staff know how to report any concerns they might have about children's welfare. They carry small notebooks in their pockets to help enable them to swiftly write down what they see or hear, assisting them to accurately document conversations and observations. Leaders value information to help evaluate the quality of provision. They seek feedback from staff, parents and children to help them continually make improvements to the pre-school. The manager effectively monitors the progress that groups of children make. This assists her to identify and address any gaps in learning. For example, the manager has successfully introduced targeted intervention for communication and language to support small groups of children.

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

Children enthusiastically move around the playrooms and garden throughout the day. They select equipment that interests them, returning to favourite activities to help consolidate what they have learned. Children enjoy breaking ice that has formed in the garden. Staff encourage them to talk about what it is made from and what will happen to ice. This helps children learn about the world around them. Staff use the observations they make about children to identify next steps in their learning. This helps them plan focused activities that support children's good progress. Small groups of children enjoy baking biscuits, helping them strengthen their mathematical skills.

### Personal development, behaviour and welfare are outstanding

Staff are excellent role models. They spend time listening to children and gently remind them to share and to be kind to others. This helps children to behave exceptionally well. Children learn how to put on their coats, hats and gloves. They stand in front of a mirror and demonstrate to their friends how to fasten their zips and buttons. This helps them become independent. Children enjoy eating a nutritious snack. A member of staff sits and talks with them while they eat. This helps children rapidly gain confidence to speak in small groups and provides opportunities to learn about the food they eat. The key-person system is highly effective. Staff share information about what children have been doing and take time to find out about family life. For example, when a new baby is due, staff create role-play opportunities and read stories about babies. They talk to children to help find out how they are feeling, assisting children to feel secure and valued.

### Outcomes for children are good

Children are motivated to learn. They confidently engage with their classmates and staff. Given their starting points, all children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make good progress. They learn to recognise numerals and letters, and the most able children confidently write their names. Children have opportunities to use parts of the host school site, helping them become familiar with aspects of school life before they make the move to school.

## Setting details

<b>Unique reference number</b>	EY364501
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	10074028
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Busy Bees Pre-school Committee
<b>Registered person unique reference number</b>	RP903936
<b>Date of previous inspection</b>	9 February 2016
<b>Telephone number</b>	01525 719222

Busy Bees Pre-school Flitwick registered in 2007. The pre-school employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The manager holds early years professional status. The pre-school opens from Monday to Friday during school term times. Sessions are from 8.50am until 3.20pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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