

Busy Bee Pre School

The Beehive, Honiton Primary School, Clapper Lane, Honiton, Devon EX14 1QF



Inspection date	1 April 2019
Previous inspection date	7 February 2017

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

This provision is good

- Staff are friendly, sensitive and enthusiastic, and know the children well. This helps to create a positive and calm environment, in which children settle quickly and develop the confidence to try new things and manage tasks for themselves. For example, children have a go at putting on and fastening their coats independently.
- Leaders and staff provide a bright and attractive environment with a good range of resources which motivate children to take part in activities and explore. Children enjoy their time at pre-school and develop a positive attitude to learning.
- Staff carry out regular and accurate assessments of the children's progress. They use this information to plan suitably challenging activities overall, that help to build on what children know and can do. All children make good progress from their starting points.
- Leaders encourage staff to identify and complete training that interests them, to develop their general knowledge and skills. For example, staff have learned to use sign language as an additional means of communication and implement this routinely, which has been particularly effective in supporting children with delayed speech.
- Staff do not use routine tasks, such as mealtimes, as well as they could to extend children's communication and language skills.
- Leaders provide training to promote staff's general professional development. However, they do not reflect on staff's practice individually, to identify the support and coaching needs of each team member, to raise the consistency in the quality of teaching.

What the setting needs to do to improve further

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

- make better use of routine activities to engage children more in discussion and support them to share their thoughts and experiences
- provide more targeted support for staff to strengthen the quality of teaching further, with particular regard to giving children time to respond to questions and consistently meeting the needs of younger children during adult-led activities.

Inspection activities

- The inspector observed children during adult-led and self-chosen play, and their interactions with staff.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching during a planned activity.
- The inspector spoke with children, parents and staff to take account of their views.
- The inspector held a leadership meeting with the manager, to ascertain their knowledge and understanding of the requirements of the early years foundation stage.
- The inspector sampled a range of documents, including children's learning records, staff's suitability checks and health and safety documents.

Inspector

Sarah Madge

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff implement robust child protection policies to keep children safe from harm. They know how to recognise signs that a child's welfare is at risk and the action to take to protect them. Leaders routinely carry out supervisory meetings with staff, to provide general support and guidance and to monitor the progress that children are making. Leaders evaluate the setting effectively and show a positive attitude to continuing to enhance the provision. For example, they are keen to create a planting area, to teach children about growth and healthy foods. Since the last inspection, leaders have worked hard to develop a system to check the progress of different groups of children, to identify any patterns in learning. For instance, they are currently focusing on strengthening the teaching of mathematics, to support children's understanding of numbers, counting, shapes and measurement.

Quality of teaching, learning and assessment is good

Staff form positive partnerships with parents from the start, to involve them in children's learning at an early stage and throughout their time at the pre-school. Staff provide tailored support for children with developmental delays. For example, they plan frequent one-to-one or small-group activities, to enable them to focus on individual skills at the child's own pace. Staff ensure all children receive daily opportunities to exercise and be physically active. Older children learn to match letters with initial sounds in words, such as knowledgeably stating that 'green gorilla' starts with a 'g'. Younger children try to count along with staff, concentrating well on matching the correct amount of fingers that represent each number they say. Pre-school children curiously examine toy insects using magnifying glasses, excitedly talking about what they can see and comparing the toys.

Personal development, behaviour and welfare are good

Children behave very well and build strong friendships. For example, older children spontaneously cuddle their friends and offer to share their play dough when other children do not have enough. Staff support the younger children to learn to resolve minor conflicts well. For instance, they remind toddlers to say 'no thank you' when other children try to initiate games they do not want to play. All children listen intently to staff and follow their instructions, such as helping to tidy away the toys at the end of the session. Staff teach children the importance of following rules, to keep themselves safe. Children know to wear helmets when riding bikes outside, remind each other to use scissors with care and bring any toys that have broken straight to staff.

Outcomes for children are good

Children acquire the key skills needed for later learning, including the move to school. For example, older children enjoy writing and drawing with care, and proudly share their finished pictures with staff. Younger children are imaginative and enjoy re-enacting what they know, such as preparing 'meals' with the role-play food. Children benefit from ample time in the fresh air and develop good balance and coordination as they learn to ride bikes and scooters.

Setting details

Unique reference number	105947
Local authority	Devon
Inspection number	10099494
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	45
Name of registered person	Busy Bee Pre School Committee
Registered person unique reference number	RP909305
Date of previous inspection	7 February 2017
Telephone number	01404 46400

Busy Bee Pre School registered in 1969 and operates from the grounds of Honiton Primary School, in Devon. The pre-school employs five members of childcare staff, all of whom hold a relevant qualification at level 3 or 4. The pre-school is open from Monday to Friday during school term times. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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