

Bedgrove's Busy Bees Pre School

71a The Church Of The Holy Spirit, Camborne Avenue, Aylesbury HP21
7UE



Inspection date	24 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Teaching of mathematics is strong. Staff consistently build on children's understanding of number and they quickly grasp counting and recognise changes in quantity, such as adding on or taking away.
- Staff support children's personal and social development very well. They lead by example and help children to understand how to show consideration for each other. Children listen to others, take turns and share resources willingly.
- Children arrive happy and keen to start their day. They demonstrate that they are confident and settled in the homely and relaxed atmosphere of the pre-school.
- Children's good health is supported well. Staff encourage children to eat healthy snacks and meals. They provide many opportunities throughout the day for children to engage in physical activity. Children develop an understanding of the importance of taking physical exercise and eating a healthy diet.
- The manager and her team work closely with other professionals to ensure children with special educational needs and/or disabilities (SEND) progress well towards the targets set for their achievement.
- The good plans in place for further developing the quality of teaching are not yet fully embedded for the new staff team.
- The manager and staff communicate regularly with parents regarding the learning and development of their children. However, on occasion, the communication is not always successful.

What the setting needs to do to improve further

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

- enhance the good plans in place for further developing the quality of teaching and fully embed these for the new staff team
- develop communications with parents, to ensure they have more regular information regarding their children's learning and development.

Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors.
- The inspector spoke with staff at relevant times during the inspection and observed their teaching.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and children at suitable times during the inspection to take account of their views.
- The inspector viewed a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

Inspector
Chris Lamey

Inspection findings

Effectiveness of leadership and management is good

Children with SEND are supported well in their development. Staff work closely with other professionals to meet their individual needs. Safeguarding is effective. The manager and staff understand their responsibilities regarding child protection. They know the action they must take if they have any concerns about a child or colleague. This promotes children's safety and welfare. Staff implement effective procedures, such as risk assessments and equipment check lists, to keep children safe. The premises are secure to prevent unauthorised persons entering. The manager systematically analyses the progress made by different groups of children, for example those with SEND or those who receive additional funding, to ensure that they are all well supported in their learning.

Quality of teaching, learning and assessment is good

Children develop their understanding of tools and equipment through imaginative play. Staff encourage children to extend their literacy skills. They provide them with resources and encourage children to sound out and write the letters in their name. Staff are qualified and use their knowledge of childcare to observe and assess children's learning. They identify children's abilities and plan for what they need to learn next. Staff know all the children well and swiftly adapt their teaching to cater for each child's level of understanding and interests. For example, as children show an interest in a cardboard box staff quickly use the opportunity to expand the activity to incorporate counting, as children count to ten before they jump out of the box. Staff enable children to use their imaginations well. Children use a variety of 'junk' to make models of cars and horses. They discuss their models with each other and staff enable them to practise their new skills, such as using scissors.

Personal development, behaviour and welfare are good

Staff encourage children's independence. For example, children serve themselves during snack and mealtimes. They make choices about what they would like to eat and pour their own drinks. Children follow the instructions from staff well and patiently wait their turn. Children make up a game with magnetic sticks and coloured discs. They excitedly wait for a member of staff to count to five before they 'catch' as many discs as they can. They then confidently count out the discs to see who has the most. Children learn about technology using various programmable toys. They work collaboratively to programme a caterpillar toy, discussing where it will go and what direction it will go in next. Children are given opportunities to access forest school experiences.

Outcomes for children are good

Children behave well. They play cooperatively with others and learn to share and take turns. Children are confident, demonstrate good listening skills and follow instructions. This helps them to learn key skills in readiness for their move on to school. Children reach the milestones typical for their actual age or stage of development and some children exceed these. Children develop good social abilities and build meaningful friendships. They play happily together. Older children practise their independence skills, such as choosing their own play and finding their own belongings with confidence.

Setting details

Unique reference number	EY546569
Local authority	Buckinghamshire
Inspection number	10101313
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	40
Name of registered person	Leone, Genette Carole
Registered person unique reference number	RP546568
Date of previous inspection	Not applicable
Telephone number	07759096496

Bedgrove's Busy Bees Pre School registered in 2017 and is located in Bedgrove. It cares for children from two to five years, on Monday, Tuesday and Friday from 8.45am to 2.45pm. On Wednesday, sessions run from 8.45am to 1pm. The pre-school is open term time only. It provides funded early education for two-, three- and four-year-old children and those with special educational needs and/or disabilities. There are five staff, of whom four hold appropriate early years qualifications ranging from level 2 to level 5.

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