

Busy Bees Pre-School

Village Hall, Main Road, Bishop's Sutton, Alresford, Hampshire SO24 0AA



Inspection date	14 May 2019
Previous inspection date	5 May 2016

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

- The manager is sensitive to the needs of children. She motivates and supports her staff well and is very accountable to the parent committee. She successfully identifies ways to improve the pre-school and raise standards for children.
- Staff provide many opportunities to help children learn to assess risks and behave safely. For example, children build dens and move large construction materials around to create new challenges. Staff prompt children to think critically about risk and children begin to understand what they can do to minimise it.
- Children develop good physical skills, coordination and control of their movements. They thoroughly enjoy a diverse range of activities, such as walking in the countryside, yoga, and music-and-movement sessions. Children learn ways to keep their minds and bodies healthy.
- The parent committee share up-to-date, well-informed policies and procedures with parents to show how they work to keep children safe. For instance, the pre-school website shares helpful guidance with parents on ways to introduce online safety to very young children.
- Staff establish open and professional relationships with parents that are also warm and supportive. Parents say they are very pleased with the care and learning their children receive. There is a very happy atmosphere at the pre-school.
- Parents note how excited their children are to explore different places and wildlife habitats and how much they learn from them. Children take delight in watching millipedes move and examine the tiny details on the wings of a moth.
- Staff know the children well and carefully observe and develop their interests. However, their ongoing assessments are not precise enough to be completely accurate or to target teaching at even higher levels of practice.

What the setting needs to do to improve further

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

- add further precision to children's assessment records to better inform teaching and enable children make even faster progress.

Inspection activities

- The inspector talked to parents and carers at the beginning of the session to gather their views on the pre-school and their children's progress.
- The inspector observed the quality of teaching and the impact this has on children's learning and development inside and outside.
- The inspector listened to and talked with children as they played and reviewed how well staff monitor and extend children's achievements.
- The inspector sampled policies and spoke to staff to gauge their understanding of safeguarding arrangements and how they promote children's welfare.
- The inspector undertook a joint observation with the manager and asked how staff training improved outcomes for children.
- The inspector looked at a range of documentation, including suitability checks and training certificates, and discussed plans for further improvement with the manager.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The chairperson and staff hold advanced levels of training in safeguarding and child protection. They use this knowledge well to help keep children safe and when working with other agencies who care for the children. The manager makes accurate evaluations about the quality of teaching and care at the pre-school. She successfully coaches and guides staff to higher levels of practice through a range of professional activities, such as online training and taught courses. Recent improvements include innovative partnerships with local childminders, some of whom also care for children at the pre-school. For example, the manager extends her interest and training in forest-school activities to promote further continuity in children's care and learning across the community.

Quality of teaching, learning and assessment is good

The manager monitors children's progress and ensures the quality of teaching is consistently good. She works with staff to identify areas where children need extra support in their learning, such as literacy, and plans exciting activities to address these. For example, while captivated by a role-play post office, children are motivated to try to write family names on letters. They practise mathematical skills by weighing the letters and counting out money to buy stamps. Staff skilfully use such opportunities to extend children's understanding of the people they meet and introduce new vocabulary to describe what they do. Staff create exciting play areas indoors and outdoors. Children move freely between materials and equipment that engage their interest and imaginations. For instance, children experiment with different-sized brushes as they paint the garden fence with water from the mud kitchen. Without any prompting, they connect their ideas and move inside to use paints and brushes.

Personal development, behaviour and welfare are good

Staff adapt the settling-in process to meet the needs of individual children and their families. Some parents say they choose to accept a home visit, while others spend time at the pre-school with their children. Staff take time to understand parents' aspirations for their children and how best to support joint initiatives, such as potty training. Once settled, children are confident and happy to explore new play areas and make friends. Observant staff gently draw children's attention to their friends' reactions when any behaviour is misunderstood. Children learn to express their views effectively as they use a good range of vocabulary to describe their feelings. They think more carefully about how their friends are feeling and adjust their behaviour to show greater kindness.

Outcomes for children are good

Parents observe how quickly young children gain confidence and social skills as they play alongside and with the older children. They are well prepared for other activities in their community and stride into the village hall with a clear sense of belonging. Children with delayed speech or special educational needs and/or disabilities, receive additional help. They benefit from good partnership working and information sharing between all those involved in their care. Older children learn the skills, confidence and independence they need for school. They learn to communicate effectively, think about others and enjoy times when they work as a team.

Setting details

Unique reference number	511327
Local authority	Hampshire
Inspection number	10072986
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	23
Name of registered person	Busy Bees Pre-School (Bishops Sutton) Committee
Registered person unique reference number	RP524355
Date of previous inspection	5 May 2016
Telephone number	01962 809918

Busy Bees Pre-School registered in 1992 and operates from the village hall in Bishop's Sutton, Hampshire. The pre-school is managed by a committee of parents. It is open during term time on Mondays, Tuesdays and Thursdays from 8.30am to 2pm, and on Wednesdays and Fridays from 8.30am to midday. All three members of staff hold appropriate early years qualifications at level 3. The pre-school accepts early years funding for children aged two, three and four years.

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