

Buzy Bees

The Hive, Treleigh School, Treleigh, REDRUTH, Cornwall TR16 4AY



Inspection date	22 May 2019
Previous inspection date	10 February 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

- Management and staff work very well together as a strong team. They evaluate their practice regularly and identify ways to make further improvements. For example, staff have given clear focus to developing specific play areas, such as the home or book corner, to encourage children's participation and improve their learning opportunities.
- Staff support children with special educational needs and/or disabilities very well. They make good use of additional funding to provide activities and resources that encourage children's development, such as their physical and social skills, effectively.
- Children behave well and respond positively to the friendly, reassuring approach staff provide. Staff praise children often and actively support them to understand their emotions and develop good self-esteem.
- Staff provide a wide variety of activities that encourage children's participation and interest. Children are motivated to learn through play and they make good progress.
- Although staff work well with agencies involved with children's welfare, they do not always liaise promptly with other settings children attend, to develop regular liaison and support a more consistent approach for children's learning.
- Although staff encourage children's awareness of initial letter sounds well, they sometimes miss opportunities to reinforce this understanding. For example, to help children link written letters and sounds more effectively.

What the setting needs to do to improve further

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

- strengthen systems of liaising with other settings children attend to share information about their achievements more consistently and support continuity for their learning effectively
- make more use of opportunities to reinforce children's understanding of linking letters and sounds, to support their early literacy awareness further.

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors, and discussed their learning and development with staff.
- The inspector viewed documentation, such as operational policies, procedures and required records for suitability, including first-aid and qualification certificates.
- The inspector took into account the spoken views of parents.
- The inspector undertook a joint observation of an activity with the manager and discussed the quality of teaching.
- The inspector held discussions with the manager, including about self-evaluation and how this helps staff make ongoing improvements.

Inspector
Mary Daniel

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team supports staff well to understand their responsibilities to safeguard children's welfare. The management team follows clear recruitment procedures to assess the suitability of staff. However, not all committee members have submitted the necessary information to Ofsted for assessing their suitability, within required timescales. However, this has minimal impact on children's well-being as all committee members have completed Disclosure and Barring Service checks and do not work directly with children. The management team regularly supervises staff and encourages their continual professional development effectively. For example, following recent training, staff have improved the outdoor play experiences they offer children and provide more natural and open-ended resources to promote their interests and learning. Parents speak highly of staff and say they keep them well informed of their children's achievements.

Quality of teaching, learning and assessment is good

Staff are knowledgeable of children's needs and monitor their progress well. They actively support children's awareness of the world. For example, children show great excitement and delight when they see two blue tits gathering food and then flying into the bird box in the garden. Children know the birds are feeding their babies in the nest. Staff encourage children's sensory awareness and imaginations effectively. For instance, children have great fun digging in the sand and tell staff they are making them a 'strawberry and chocolate' birthday cake. Children become absorbed filling colourful plastic bottles with water. They carefully use scissors to snip leaves from different herbs, such as basil, sage and mint, and add these to the bottles. They smell the herbs and tell staff they are making a 'special potion'.

Personal development, behaviour and welfare are good

Staff encourage children's awareness of keeping safe effectively. For example, children know the fire pit outdoors can get hot. They understand they need to sit behind the boundary line of logs to keep themselves safe. Staff give clear consideration to activities and resources to help develop children's physical skills, for example in the outdoor areas. Children lift and balance small wooden planks across hay bales to create bridges that they carefully walk across. They swing enthusiastically from ropes and develop control of their bodies, for example when following yoga movements.

Outcomes for children are good

Children are prepared well for their future learning at school. They are confident communicators and keen to 'have a go' at activities. For example, younger children confidently explore the junk modelling area and use large boxes to make a pretend house or car. Older children use language well to express their ideas. For instance, they eagerly tell staff about their new 'big' school and the tadpoles they have there. Children enjoy listening to favourite stories. They know numbers of personal significance and excitedly say, 'I'm four and soon will be five'.

Setting details

Unique reference number	102786
Local authority	Cornwall
Inspection number	10062215
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	53
Name of registered person	Buzy Bees Pre-School Committee
Registered person unique reference number	RP906862
Date of previous inspection	10 February 2016
Telephone number	01209 315567

Buzy Bees first registered in 1993 and re-registered in 2011, when it relocated to a new purpose-built centre situated in the grounds of Treleigh County Primary School, on the outskirts of Redruth, Cornwall. The pre-school is open on Monday, Tuesday, Wednesday and Friday from 8.30am until 3.30pm, and on Thursday from 8.30am until midday. It employs eight members of staff, all of whom hold an early years qualification at level 3. The pre-school provides funded early education for children aged two, three and four years.

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