

# Brayton Busy Bees Pre-school



Brayton Methodist Church Hall, Chapel Lane, Brayton, SELBY, North Yorkshire YO8 9EE

<b>Inspection date</b>	18 June 2019
Previous inspection date	30 June 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The pre-school is well led and managed by the leadership team. Teamwork is strong and all members of staff strive to ensure that children do as well as they can.
- The manager is committed to providing children with high-quality experiences. She regularly reflects on the provision to identify ongoing improvements. She seeks the views of staff, children and parents. For example, following parents' suggestions, the setting has established greater links with the local community and children enjoy visits to the local care home.
- Staff use assessments effectively to monitor progress and build on children's capabilities and interests. Children are well taught and are provided with an interesting range of indoor and outdoor activities that challenge and engage them.
- All groups of children, including the most able and those with special educational needs and/or disabilities, make good progress in their learning and development.
- The manager and staff have created a positive, stimulating and welcoming learning environment. Children are motivated to learn. They gain confidence and self-esteem. Children relate well to others and their good behaviour effectively supports their learning.
- Staff establish strong partnerships with parents. Parents are kept well informed about their child's progress. They work closely with staff to successfully support their child's learning at home. Parents speak very highly about the setting.
- Routines, such as mealtimes, could be better organised to fully support children's independence and self-care skills.

## What the setting needs to do to improve further

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

- fully embed the newly introduced mealtime routine to support children's independence and self-care skills further.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the pre-school manager.
- The inspector held discussions with the manager, other staff and members of the committee.
- The inspector looked at children's assessment records, planning documentation and evidence of staff qualifications.
- The inspector held informal discussions with parents and took account of their views.

### Inspector

Clare Cotton

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager implements thorough procedures to ensure the safe recruitment and ongoing suitability of staff. All staff have a clear understanding of their role to protect children from harm. They know the possible signs of abuse and neglect and understand the wider issues surrounding child protection. Staff are fully aware of what to do should they have concerns about children's welfare. The manager ensures that staff keep their knowledge up to date. She supports them through ongoing discussions about practice and regular supervisory meetings. Staff use training to enhance their skills and teaching practice to improve outcomes for children.

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

Staff regularly observe children during play. They assess their learning and development and plan challenging activities to support their next steps in learning. Staff reshape activities and learning opportunities to enhance children's interests further. For example, the home corner has been developed into a hospital following children's recent experiences of visiting a hospital. As a result, children are eager and motivated to learn. They show awe and wonder as they play in the highly stimulating indoor and outdoor environments. Children enjoy exploring the large construction area outside. They dress up in high-visibility vests and helmets and fill their toolbox with various items. Staff support children's early writing skills as they encourage them to think about what they are going to build and make drawings of what their structure will look like.

### Personal development, behaviour and welfare are good

Children learn about healthy lifestyles and have plenty of opportunities to be active. They investigate the outdoor areas and develop their physical skills. For instance, they throw balls at a target, make sandcastles and balance on large construction items, such as wooden beams and crates. There is a strong focus on learning about the environment. The manager has recently introduced a recycling station for the children to use. She plans to introduce a compost bin as children discover more about the importance of being environmentally friendly. Children learn about nature and the world around them as they search for bugs. They closely observe the bugs they find and count how many legs they have and talk about the different colours they can see.

### Outcomes for children are good

Children are making progress in their learning and development. They are well prepared for the next stages in their learning, including the move to school. Children gain confidence, make friends and demonstrate good communication skills. Mathematical concepts, such as counting, numbers, shape and size, are woven through quality interactions. For example, staff skilfully support children as they walk and jump along a number line, counting the numbers and recognising numerals. Staff support children to count forwards and backwards from one to ten. Children's early literacy development is encouraged and supported well. They have countless opportunities to engage in mark-making activities and enjoy looking at a variety of books.

## Setting details

<b>Unique reference number</b>	400459
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10072883
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Brayton Busy Bees Pre-School Committee
<b>Registered person unique reference number</b>	RP904084
<b>Date of previous inspection</b>	30 June 2016
<b>Telephone number</b>	07932 907 943

Brayton Busy Bees Pre-school registered in 1992. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and level 4. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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