

Inspection of Busy Bees Pre-School

Dukinfield Baptist Church, Birch Lane, Dukinfield, Cheshire SK16 5AP

Inspection date: 23 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and contented in the pre-school. They are very well behaved and play cooperatively with their peers. Staff make learning interesting and plan a variety of activities that keep children motivated and engaged. During the inspection, children thoroughly enjoyed a visit by the dentist. This prompted lots of lively discussions about healthy eating and how to keep their teeth clean and strong. Children also enjoyed counting their teeth and timing how long it takes to brush their teeth. Staff help children develop their mathematical skills during everyday activities. For instance, they count out money in their pretend restaurant. Staff skilfully challenge children's mathematical thinking, for example by encouraging them to guess how many more are needed to make nine. Overall, the curriculum is planned well to help children gain good knowledge across most areas of learning. However, less emphasis is given to supporting children's early writing and speaking skills.

The manager and staff want children to be safe and well cared for in the pre-school. They have successfully created this vision. Children are extremely settled, safe and nurtured in this welcoming environment. They bond well with the staff and approach them freely for cuddles and kind words. Training, which has been provided by the local schools, has been embraced by all staff. They use knowledge from this training to better prepare children for their transitions to school.

What does the early years setting do well and what does it need to do better?

- Parents speak highly of the staff and say that their children love coming to pre-school. Parents are kept up to date on all aspects of their children's learning. Parents also appreciate homework packs to extend their child's learning at home.
- All staff are clear about their roles and they work closely as a team. They understand the importance of preparing children for their next stage in learning. They provide a wealth of learning opportunities and adapt activities to meet children's individual learning needs. For example, staff use children's favourite characters to help them practise their counting and matching skills.
- Staff have recently attended training on phonics. As a result of this training, they have adapted the curriculum so that children benefit from lots of opportunities to practise different sounds. Children also develop an awareness of sound through music. For example, they use home-made streamers and move gently to the sound of traditional Chinese music. At other times, staff read stories to children, which helps them to appreciate the importance of books and reading from a young age.
- Staff plan a range of activities to support children's physical development and well-being. Children have access to an outdoor play area. They also enjoy dance

and exercise sessions. At other times, children use equipment, such as a magnifier, as they venture on bug hunts. These activities also widen children's experiences and enrich their learning.

- Although the quality of education is strong, there are some minor gaps. Assessments of what children know and can do are not consistently accurate. This is most notable in the assessment of pre-school children's early writing skills. As a result, staff have not provided the right level of support to help children practise and refine their early writing. Staff have accurately identified children who need a little support in their speaking. However, they have not implemented effective strategies, such as seeking timely intervention from a speech and language therapist, to develop further children's speaking.
- Children enjoy healthy snacks, including fresh fruit selections. They also sample food from around the world. For example, during the inspection, children devoured prawn crackers and dips as part of their Chinese New Year celebrations. They concentrated hard while using chopsticks to scoop the soft noodles in the role-play area. Children remained focused, showed high levels of determination and quickly resolved the problem by using one chopstick and their hands.
- Overall, children demonstrate a positive attitude to learning. They are eager to have a go and show high levels of engagement. Staff turnover is low and this is a strength of the pre-school. Staff know the children incredibly well and spend time listening and talking to them. As a result, children are confident to express their thoughts and they have a good sense of belonging in this nurturing environment.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is assured. All areas of the pre-school are secure and children are supervised at all times. For example, staff stay with children when they are using the stairs and accompany them to the bathroom on the ground floor. Staff have a secure understanding of the possible signs and symptoms of abuse. They keep their knowledge up to date through relevant training. Staff confidently discuss concerns such as domestic violence and/or abuse, and the effect these have on children's well-being. They are fully aware of the procedures to follow if they have any concerns about a child's safety. Staff also ensure parents are aware of how to keep their children safe. For example, the pre-school's healthy eating leaflet, which is shared with parents, reminds them to cut grapes into quarters to prevent their child from choking.

What does the setting need to do to improve?

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

- use effective strategies, such as seeking timely intervention from speech and language therapists, to enhance further children's speaking skills
- ensure assessments of children's writing are consistently accurate, and use this information to support and scaffold children's early writing skills.

Setting details

Unique reference number	EY408174
Local authority	Tameside
Inspection number	10072109
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	44
Number of children on roll	24
Name of registered person	Burgess, Pauline
Registered person unique reference number	RP905884
Telephone number	07984 190855
Date of previous inspection	6 October 2015

Information about this early years setting

Busy Bees Pre-School registered in 2010. It is situated in Dukinfield, Tameside. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The pre-school opens from Monday to Friday term time only. Sessions are from 9.25am until 3.25pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector spoke to the manager, children and staff throughout the inspection.
- The inspector carried out a joint observation with the manager.
- Consideration was given to parents' comments.
- The inspector checked evidence of the suitability of staff working with children.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020