

# Inspection of Bizzy Bees Pre-School

Wickham Park Sports Club Ltd, Pickhurst Rise, WEST WICKHAM, Kent BR4 0AU

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Inspection date:

27 January 2020

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision requires improvement

Staff provide a warm and welcoming environment for children. Children are comforted by the caring staff with cuddles and reassurance to help them feel safe. Staff get to know the children well and work in partnership with parents to meet the children's individual needs. The curriculum covers the seven areas of learning and staff complete observations and assessments of children's learning. They base their planning on children's interests and developmental needs. However, staff do not always provide activities which engage and interest children fully. That said, some activities are enjoyed by children and support them to make some progress. Children have good opportunities to be independent, helping them gain some skills in preparation for their transition to school. They learn to wash their hands before snack and get their coats on when they go to play outside. Children happily take part in adult-led activities. For instance, a group of children enjoyed making play dough, learning to take turns when putting the ingredients in the bowl. They developed small physical skills when using the tools with the play dough. However, the quality of teaching is variable. Staff do not remain vigilant and sometimes fail to respond consistently to children's unkind behaviour. As a result, children's behaviour becomes somewhat disorderly and chaotic.

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

- Teaching is not consistently strong. Some activities are organised effectively and enable children to engage well in their learning. However, the practice of some staff is not as strong as others, and there is inconsistency in the type of learning experiences children have. There are times when children are not fully motivated and lose interest, becoming noisy and boisterous. This has an adverse impact and learning is interrupted and teaching opportunities are lost as a result.
- Staff introduce children to other cultures beyond their own so they can begin to develop an awareness of diversity, similarities and differences. For example, children enjoy a dragon dance to learn about Chinese New Year.
- Staff do not consistently implement effective behaviour management strategies. At times, staff ignore the disruptive behaviour, meaning children carry on running around, throwing toys and lashing out at others. At times, when staff do tell children what they are doing must stop, they do not manage it in a way that results in children adapting their behaviour and engaging in worthwhile learning.
- Parents speak very highly of the kind, approachable and caring staff. They report they are happy with the service provided and value the advice and support they receive on parenting issues. The staff keep parents up to date with their child's care and learning through daily feedback, emails and newsletters.
- The management team has focused their support for staff on improving their morale and building a positive working environment. Staff feel valued and appreciated. However, managers do not focus on monitoring staff practice to

identify any weaknesses to raise the quality of teaching to a consistently good level.

- Children enjoy mark making. For example, they make 'lists' on a clipboard, draw on the chalkboard and paint with brushes. Children show some curiosity, for example, as they scoop the sand and see what happens if they drop it to the floor.
- The key-person system is effective in supporting children's well-being. Key persons take time to get to know each child and their family. Staff provide support for children with special educational needs and/or disabilities. They have meetings to discuss their children's progress and staff encourage learning at home. For instance, children take books home from the nursery to read with their parents, to aid their literacy skills further.
- Staff provide healthy snacks and drinks for children and help them to understand why eating healthily is important. This has been recognised through the nursery being presented with a healthy eating award.
- The management team and staff meet the needs of children in receipt of additional funding effectively. They identify equipment and resources which will benefit the children. For example, children enjoy music and singing sessions with a visiting outside provider, which enhances their development well.

## Safeguarding

The arrangements for safeguarding are effective.

The management team and staff fully understand their roles and responsibilities in keeping children safe. They can identify signs and symptoms of when a child may be at risk of harm and fully understand the reporting procedures if they are concerned about the welfare of a child in their care. They attend regular safeguarding training to keep their knowledge up to date and are aware of wider safeguarding issues such as the 'Prevent' duty. They carry out daily risk assessments and remove potential hazards in order to keep children safe.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure the quality of teaching is consistently good or better and children continually benefit from high-quality learning experiences.	27/03/2020

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

- improve the implementation of behaviour management strategies, so that rules and boundaries are applied consistently and fairly to help children manage their own behaviour and develop a sense of right and wrong
- improve systems to monitor staff practice so that weaknesses in teaching can be identified and acted upon.

## Setting details

<b>Unique reference number</b>	137276
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10137808
<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 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Bizzy Bees Pre-School Partnership
<b>Registered person unique reference number</b>	RP525689
<b>Telephone number</b>	020 8777 2550
<b>Date of previous inspection</b>	23 March 2016

## Information about this early years setting

Bizzy Bees Pre-School registered in 1990. It operates in West Wickham, in the London Borough of Bromley. The pre-school opens from 9am to 3pm Mondays to Fridays. The setting receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Frances Oliver

## Inspection activities

- The manager and the inspector carried out a learning walk and discussed how the setting is organised and the play and learning experiences are provided for children.
- The inspector observed child-initiated and adult-led activities inside and outdoors.
- The manager and the inspector completed a joint observation to observe the quality of teaching and the impact this has on children's learning.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector held meetings with the management team. She reviewed relevant documentation and evidence of the suitability of staff working at the setting.

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.

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