

Inspection of Busy Bees Pre School

Chapmanslade C of E School, High Street, Chapmanslade, Westbury, Wiltshire
BA13 4AN

Inspection date: 11 February 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	Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happily at this welcoming pre-school. They have developed close bonds with staff and regularly go to them for cuddles. Children demonstrate that they feel safe and secure. Staff plan a good range of activities that children enjoy. Staff use children's interests well to develop their planning and to support children to move forward in their learning and development. Staff track children's progress closely, this helps them to identify any gaps in development. Where staff identify gaps, they put swift action in place to give children the best support. Children are making good progress. Children are well prepared for their move on to school. For instance, they are confident and show high levels of independence. They pour their own drinks, clear away their snack and get themselves dressed for outdoor play.

Children have plenty of opportunities to be active outdoors. For instance, they thoroughly enjoy running and playing chase with staff in the large field and practise their balancing skills as they walk along wooden apparatus. Children develop their turn-taking skills and patiently wait their turn to bounce on the pre-school trampoline.

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

- The manager and staff have worked hard to further develop their partnerships with parents. For instance, they have recently started home visits to allow them to get to know children and families in a familiar environment. They regularly gather feedback from them and respond to their requests. Parents speak positively about the pre-school and are very happy with the care their children receive.
- The manager and staff are dedicated to their roles. They work together well as a team and all contribute to the setting's evaluation. For instance, they regularly reflect on the activities provided and think of ways to further improve. Staff are supported well in their roles. They are provided with regular opportunities to talk with the manager about their role and teaching skills. They are encouraged to attend additional training and this is cascaded to the team during staff meetings. Recent training has developed the staff team's knowledge of using signs to aid children's communication and language development.
- Throughout the day, children frequently come together as a whole group for circle time and adult planned activities. However, at times, this impacts on the time allowed for children to become immersed in their own choice of activity. At times, larger group time activities are not planned as effectively to engage children to the highest level. As a result, some children are not as focused.
- Staff support children's mathematical skills well. For instance, children take part in activities that are focused on number recognition and matching numbers. Children also learn to count the number of dots on a dice as they play a game of

snakes and ladders.

- Children's early literacy skills are well supported. For example, children learn letter sounds as they find magnetic letters to spell out their name. Staff show children the correct way of sounding out letters. Children are starting to write their names on their artwork and can form some recognisable letters.
- Staff interactions with children are positive and, overall, are used well to motivate children in their learning. However, at times staff do not make the most of their interactions with children during their self-chosen activities, to extend and challenge their learning to enable them to make the best possible progress.
- Children are well behaved and staff reinforce positive behaviour throughout the day. Staff provide children with lots of praise and encouragement. This helps to boost children's self-esteem and confidence.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of the procedures to follow should they have any concerns about a child's welfare. They attend regular training in safeguarding and know what actions to follow if they have any concerns. Staff make effective use of risk assessments. This helps them to identify and minimise any hazards, both indoors and outdoors, to ensure a safe learning environment for children to play and learn in. Staff talk with children about possible risks to support children to learn to keep themselves safe.

What does the setting need to do to improve?

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

- review the organisation of daily routines and group times to maximise opportunities for children to be deeply engaged in their learning
- make the most of staff interactions during children's chosen activities to offer further challenge and extend children's learning to the highest possible level.

Setting details

Unique reference number	145873
Local authority	Wiltshire
Inspection number	10125944
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 to 4
Total number of places	20
Number of children on roll	18
Name of registered person	Busy Bees Pre School (Chapmanslade) Committee
Registered person unique reference number	RP522406
Telephone number	07749257608
Date of previous inspection	18 March 2015

Information about this early years setting

Busy Bees Pre-School registered in 1996. It is open from 8am to 5pm, Monday to Friday, term time only. There are five members of staff, all of whom hold an early years qualification at level 3. The pre-school receives funding to provide free early education for children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- The inspector conducted a learning walk with the manager and discussed how the curriculum is planned.
- A joint observation was carried out by the manager and the inspector.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke with parents and viewed written feedback provided.
- The inspector held meetings with the manager and the chairperson of the pre-school committee. A range of documentation was checked, including staff suitability and children's learning records.

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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