

Inspection of Busy Bee Pre-School

The Scout Headquarters, Kidmore Lane, Denmead, Waterlooville, Hampshire PO7 6JZ

Inspection date: 10 March 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 of all ages are warmly welcomed into the setting by the nurturing staff team. Children quickly settle into play and explore the environment. Strong partnerships between parents and staff ensure that information about children is shared effectively. This enables staff to give children the individual care and attention they need to teach them the skills that will help them to succeed in their future learning. Parents report how much they value the support that the staff offer to both their children and to themselves. They say, 'The staff make me feel like my child is the only child in the setting as they know them so well,' and, 'Staff go above and beyond to help me and my child.'

Children are kind and caring to each other. Older children are respectful towards babies and allow them to join in their play. All children play happily and interact together well. Children's behaviour is exemplary. They know the rules of the setting and ensure that they and others follow them. Staff are consistent in their communication with children, for example, using clear guidance such as 'walking feet' and 'kind hands'. Children are inquisitive and are learning to ask questions to support their understanding. For example, children ask what will happen to the germs if they 'don't catch them in a tissue'. Staff provide children with clear messages to help them understand the importance of keeping themselves healthy.

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

- Leaders and the manager are suitably qualified and skilled in their roles. They have an accurate view of the setting and use a range of methods to monitor children's learning and development, and staff performance. They are passionate about their roles and are committed to ensuring that all children have the best start in life. However, further work needs to take place to ensure that workloads are manageable for all staff, including the manager.
- Staff know the children well. They use this knowledge to plan a curriculum that follows children's interests and builds on what they already know. For example, children learn about what happens when they visit the doctor. Children then use the knowledge they have gained to use a stethoscope to listen to the heartbeat of toy dinosaurs.
- Children are becoming good communicators. Babies babble and laugh as staff engage in conversations with them. Toddlers are confident to talk and sing in large groups. Older children ask questions and are developing a curiosity about the world around them. Children with English as an additional language are well supported and are encouraged to make progress in their home language as well as English.
- Staff understand how children learn and engage children in meaningful conversations that support their learning and development. For example,

children explore mathematical concepts as they predict and investigate which objects will float or sink in water. Staff understand how to reshape activities and encourage children to think carefully about how to make the water reach a particular number on the container.

- Children of all ages enjoy books, songs and rhymes. They explore books in a book den and retell familiar stories to their friends. They delight in singing and dancing to a regular morning wake-up song as they stamp their feet and stretch their arms.
- Leaders use funding effectively to support children who need additional help. This helps to ensure that all children are able to make good progress in their learning and development.
- From a young age, children are learning how to be independent in their play and self-care. Staff have given careful consideration to the learning environment to ensure that it meets children's needs and that they are able to make progress in all areas of learning. However, further consideration needs to be given to develop the outside play environment, especially for those children who prefer to learn outside.
- Staff understand the importance of promoting children's physical development and provide a range of interesting ways to support this. Babies learn to crawl and walk, and show great confidence in exploring the environment. Toddlers learn how to negotiate obstacles as they balance on stepping stones of differing heights. Older children develop the small muscles in their fingers as they manipulate dough into intricate shapes.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff have a secure understanding of how to keep children safe. Staff know how to identify when a child may be at risk of harm and understand the wider aspects of safeguarding. For example, they know how to protect children from extreme views and behaviours. Staff know how to record and report any concerns they may have about a child's well-being. Safe recruitment procedures are in place to ensure that appropriate staff are appointed to work with children. Through regular supervision, leaders ensure that staff remain suitable to work with children during their employment.

What does the setting need to do to improve?

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

- continue to review the workload of staff, including the manager, to ensure this is manageable and does not have a negative impact on the quality of care and education
- review and enrich the outdoor learning opportunities to support those children

who prefer to learn outdoors.

Setting details

Unique reference number	EY333445
Local authority	Hampshire
Inspection number	10143333
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	23
Name of registered person	Farmer, Mandy
Registered person unique reference number	RP513644
Telephone number	07870 634805
Date of previous inspection	27 April 2015

Information about this early years setting

Busy Bee Pre-School has been registered under its current ownership since 2006. It is situated in a Scout hall in a rural location in Denmead in Hampshire. The pre-school is open Monday to Friday during term time from 8.30am to 3pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs six members of staff, all of whom hold a relevant childcare qualification.

Information about this inspection

Inspector

Teresa Newman

Inspection activities

- The inspector held a meeting with the owner, area manager and manager to discuss matters relating to leadership and management of the pre-school.
- The manager and inspector completed a learning walk around the pre-school to discuss how they have designed the curriculum.
- Discussions were held with staff and children at appropriate times during the inspection to gather their views of the pre-school.
- The manager and the inspector carried out a joint observation to assess how well the manager monitors the quality of teaching.
- Relevant documentation was reviewed by the inspector, such as staff suitability records and training certificates.
- The inspector took account of the views of parents spoken to on the day.

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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