

Inspection of Bizzy Bees Pre-School

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

Inspection date:

18 May 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children's happiness and their physical and emotional well-being are priorities for leaders and practitioners at this pre-school. Practitioners build strong relationships with children and their families that support children to be confident to leave their parents/carers and develop their independence. Children make choices about what they want to play with from a range of activities that cover all seven areas of learning. However, leaders do not plan a curriculum that identifies clearly what they want children to learn during their time at the pre-school. This means that children do not make swift enough progress across all areas of their learning.

Children have attended the pre-school throughout the COVID-19 (coronavirus) pandemic. Leaders and practitioners have worked hard to adapt and keep the pre-school open. Children and families benefit from the consistency that the pre-school gives them. Practitioners know the children well and understand their emotional needs. Children learn the routine and to share and take turns. However, leaders do not focus enough on targeting gaps in children's knowledge and skills. This means that some children are not as well prepared for their next stage in their learning as they could be.

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

- Leaders focus on the children at their pre-school being happy and settled. They build lasting relationships with children and their families in the community. Staff know the children's interests and talk to them about their home lives. This helps staff to plan activities that children enjoy. However, leaders are not clear about what it is they want children to learn and why. The impact of this is that activities staff provide for children are not always focused or challenging enough for them, and children with identified learning needs miss out.
- There are systems in place for leaders to evaluate the curriculum they provide for children. However, these are not effective, as leaders have not identified weaknesses in the quality of education. This limits their ability to give staff the support they need. It also means that some areas of the curriculum are stronger than others. Furthermore, children who need extra support do not get everything they need to reach their potential.
- Practitioners do not always generate enough discussion about subjects they want children to learn or when children initiate conversations and ideas. As a result, some children are not given enough information to improve their knowledge. For example, practitioners teach children about the life cycle of the butterfly, which links with the book they are reading. When children demonstrate they know the process, practitioners do not extend their knowledge any further and sustain their interest.
- Leaders understand the importance of children's transitions in their personal,

social and emotional development. They have found ways around the COVID-19 restrictions to enable parents of children moving to the same school to meet and build support networks. Parents report that this has helped them to build relationships, share information and help their child to settle at their new school.

- Practitioners are not consistent in giving children accurate information to increase their understanding of the world around them. For example, they provide limited information, images and resources in the home corner intended for children to learn about Africa. This presents children with a narrow view of the continent and could perpetuate stereotypes.
- Children routinely sing along with songs about tidying up and the days of the week. They enjoy listening to familiar stories and can recall them. Some learn the sounds that letters represent, and this helps to develop their reading skills.
- Leaders want children to develop the physical skills they need to control their movements and be able to write. They give children plenty of opportunities to be physically active on the field, with balls and hoops. Children enjoy lifting the parachute into the air and count down from 10, pretending to blast a rocket into space.

Safeguarding

The arrangements for safeguarding are effective.

All practitioners receive child protection training and can recognise concerns about children's welfare. They understand and consider how the COVID-19 pandemic has had a negative impact on some children and families. Staff are knowledgeable about the procedures to follow if there are concerns about children and/or if an allegation is made against a member of staff. Leaders mitigate the risks of operating from a multi-use hall and large, outdoor, public space. Practitioners adhere to well-established procedures that help keep children safe. For example, there are systems to prevent children from leaving the premises unsupervised and procedures for the use of mobile phones.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve evaluation processes so that weaknesses in the quality of education are accurately identified	23/07/2021

provide practitioners with the training, coaching and support they need to improve the quality of their teaching and help them to develop a better understanding of the areas of learning they teach	23/07/2021
implement a curriculum that specifically targets what individual children need to learn so that all children, particularly those who are disadvantaged, increase their knowledge and are ready and able to move on to their next stage in development.	23/07/2021

Setting details

Unique reference number	137276
Local authority	Bromley
Inspection number	10145202
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	64
Name of registered person	Bizzy Bees Pre-School Partnership
Registered person unique reference number	RP525689
Telephone number	020 8777 2550
Date of previous inspection	27 January 2020

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 on 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

Sam Sleeman-Boss

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy leader led the inspector on a learning walk and told her about what they want children to learn at the pre-school.
- One of the leaders carried out a joint observation with the inspector. They looked at how well practitioners teach children what they want them to learn.
- Leaders held discussions with the inspector throughout the inspection.
- Children and parents talked to the inspector about their experiences of the pre-school.
- The inspector looked at documents relating to the suitability of those working with children, such as their qualifications and first aid.

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 2021