

# Inspection of Bizzy Bees Pre-School

Broomfield Primary School, Ploughmans Lea, East Goscote, Leicester, Leicestershire  
LE7 3ZQ

---

Inspection date: 28 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children enter the pre-school happy and eager to learn. Before they start their day, children line up with their parents and carers and vote on which story they would like to read at the end of the session. Children develop their imagination as they role play real-life situations. In the home corner they pretend to prepare lunch for the dolls. They flip the bread in the pan and make sizzling noises to mimic a frying pan. Children sit dolls in the high chairs and remind them of how to behave, asking them to 'sit down nicely'.

Children understand how to stay safe and demonstrate good behaviour and attitudes. They are courteous to their friends and offer support to one other when needed. For example, when children get ready to go outside into the garden area, younger children find it difficult to put their wellington boots on. Older children are attentive to their needs and try to help. Children use good manners and are extremely enthusiastic at tidy-up time. They use cloths to wipe the tables and clear away food spillages with the dustpan and brush. Children receive lots of positive praise from practitioners for their efforts.

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

- Children learn about the community as they visit the post office and the butchers. Practitioners extend this learning in the pre-school. They teach children how to locate where they have been on the 'community map'. Children see photos of themselves, and these spark discussions about what they have learned. This helps to widen children's experiences.
- Practitioners observe children's learning and development and plan exciting activities, taking children's interests into consideration. However, on occasion, they do not ensure that children's next steps for learning build on progress that has already been made. Therefore, children do not always make the best possible progress.
- Partnership with parents is strong. Parents value the staff and give them great credit for their hard work during the COVID-19 (coronavirus) pandemic. Parents express how they feel supported by the leaders and managers and value the relationships between practitioners and their children.
- Leaders and managers ensure staff training is kept up to date. They understand the importance of a highly motivated and skilled workforce. Managers take steps to ensure additional training is not a burden on practitioners. For example, they are given time within the working day to complete training and reflect on the impact of this on their practice.
- Practitioners support children to develop a can-do attitude. For instance, children are encouraged to spread the butter on their crackers at snack time. They put their wellington boots on before they go into the garden, and they clean their

hands and face with flannels following mealtimes. As a result, children are confident and independent in managing their personal needs.

- Children's mathematical and literacy skills are supported and developed well. Practitioners help children learn how to count as they build a tower of tyres. Children access a vast array of books and mark-making resources in the outdoor classroom. Additionally, practitioners help children to learn the letters in their name and practise letter formation. This helps to support children to be prepared for school.
- During group time, children work with their friends to identify different animals based on their characteristics. However, practitioners do not always recognise when children find the activity too easy. On occasion, they do not adapt the activity to make it more challenging. As a result, some children become disengaged from learning.
- Practitioners and children are very affectionate and supportive of one another. Children are confident, resilient and thrive from the positive interactions they have with practitioners. For instance, at lunchtime children give a round of applause to their friends when they have eaten their lunch. Practitioners offer praise and reward them with a sticker. Children beam with pride from the positive encouragement. This promotes children's self-esteem and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Practitioners have secure knowledge of the procedures to follow to ensure the safety and welfare of children. They have a good understanding of child protection policies and procedures, including wider safeguarding concerns. Staff receive regular training to ensure their safeguarding knowledge is up to date. Leaders and managers use risk assessment effectively to help to ensure children's safety. Leaders and managers have robust recruitment procedures and check the suitability of staff. New staff receive an in-depth induction before they start to help them to understand their roles and responsibilities fully.

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

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

- develop staff's understanding of how to challenge children to extend their learning
- strengthen support for practitioners to ensure they understand and precisely target children's next steps for development.

## Setting details

<b>Unique reference number</b>	EY558811
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10190741
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Laverty, Rachel Ellen
<b>Registered person unique reference number</b>	RP558810
<b>Telephone number</b>	07791731828
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bizzy Bees Pre-School registered in 2018 and is located in Leicester. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and level 3. The pre-school opens from Monday to Friday, term time only. All-day sessions are offered from 8am until 3pm. The pre-school also offers morning sessions from 9am until midday, and afternoon sessions from midday until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Chantell Walker

## 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 setting.
- The manager and the inspector completed a learning walk together to gain an understanding of how the early years curriculum is planned and implemented.
- Children spoke to the inspector about the experiences they have while at the pre-school.
- The inspector carried out a joint observation and discussed the learning that took place with the manager.
- The inspector had a discussion with leaders and managers.
- The inspector listened to the views of the parents through discussions.
- The inspector tracked the experiences of two children during the inspection.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021