

Inspection of Busy Bees Preschool

Bluehouse Farm Community Centre, Laindon Link, Basildon, South East SS15 5UH

Inspection date: 14 October 2021

Overall effectiveness

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children experience a well-resourced play environment. They, sometimes, enjoy leading their own learning and solving problems for themselves. However, children's learning is limited, as staff do not provide children with sufficient challenge to support their good progress. Children are capable of achieving more but staff do not recognise this, to build on what the children already know often enough. For example, children understand basic mathematical concepts, such as numbers. Staff count 'one space, two space' when children are parking their toy cars in the toy garage. However, staff do not help children to develop their knowledge of numbers further and children lose interest in the activity.

Despite this, children, generally, enjoy their time at the pre-school and settle well. Staff give children a warm welcome on their arrival. Children are excited to show staff their Halloween costumes. Staff sing nursery rhymes and offer cuddles to children, who need extra support to feel comfortable in their surroundings. Children develop some independence. They help to tidy-up toys and put on their own coats. Children are building on their early writing and reading skills. They use resources, such as crayons and pencils, to make marks on paper. Children enjoy snuggling up in the reading den, sitting on staff's laps as they read books to them. Children explore a range of materials that are familiar to them in the home corner. They make choices about the kitchen utensils and real food to use in their 'potion mixing'.

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

- The provider does not have a good enough oversight of staff practice, including supervision of the manager. The manager monitors staff's interactions with children, identifies weaknesses in their practice and enrolls them on training courses. However, she doesn't effectively monitor the impact of training or provide enough support for staff to improve their teaching skills to good levels. Consequently, children are not making good enough progress in their learning.
- Staff get to know children through observations of their play and discussions with parents. Staff provide a well-resourced and inviting learning environment. This enables children to lead their own learning. However, staff's learning intentions for activities are often not transferred to their interactions with children. Resources related to children's interests and abilities are available for children to explore. However, staff do not use their interactions with children to build on what children already know and can do. Despite this, staff are enthusiastic and show children they enjoy activities with them.
- The safety and well-being of children and staff is of high priority to the provider. Thorough hygiene procedures are followed. During the COVID-19 (coronavirus) pandemic, the provider employed a dedicated member of staff to ensure that

the pre-school is cleaned thoroughly throughout the day. Handwashing procedures are strictly followed by staff and children.

- Staff work with outside agencies to support children's communication and language development. The provider has allocated children's additional funding for specialist training for staff in this area. Children have access to a variety of resources that support them to develop their language skills through play. However, staff do not take opportunities to extend children's language further.
- Children who have dietary requirements and allergies are kept safe. The cook follows strict procedures to make sure that all food is thoroughly checked. All foods are discussed with parents before serving to children. Care plans are in place so staff are clear of how to respond, should children have an allergic reaction.
- Children who speak English as an additional language are supported to use their home language in their play. Staff obtain information from parents about children's home languages and incorporate resources to reflect children's cultures. Children learn to respect each other's similarities and differences, behave well and show kindness towards each other.
- Staff have formed positive relationships with parent and carers. They get to know each family's needs and provide help, advice and support for them at the pre-school and at home.
- Staff promote children's physical health and well-being. Children enjoy playing and exercising in the garden daily. Staff help children to form healthy eating habits. Healthy, home-cooked meals are served. At snack time, children talk about eating fruit and vegetables to 'make their bones strong'.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of safeguarding. They are clear in their responsibilities to recognise and respond to the signs and symptoms of abuse. Staff also understand the procedures to follow if they are concerned about the practice of another member of staff. They are aware of wider safeguarding issues and how to manage them, such as extreme views and radical behaviours. The provider ensures that safe recruitment procedures are followed and checks regularly that staff remain suitable. Staff deploy themselves well and communicate throughout the day to ensure children are well supervised at all times.

What does the setting need to do to improve?

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

	Due date

implement an effective curriculum that supports children's learning experiences and which consistently builds on what children already know and can do	15/01/2022
ensure that the supervision of staff, including the manager, is effective in raising the quality of teaching so that they have a secure understanding of how to provide sufficient challenge for children.	15/01/2022

Setting details

Unique reference number	2568275
Local authority	Essex
Inspection number	10210132
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	48
Number of children on roll	48
Name of registered person	Busy Bees Pre-School Playgroup Committee
Registered person unique reference number	RP520640
Telephone number	01268418555
Date of previous inspection	Not applicable

Information about this early years setting

Busy Bees Preschool registered in 2019. The pre-school employs seven members of childcare staff. All hold early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.05am until 11.15am and 11.30am to 12.40pm with the option to stay for lunch between sessions. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Daniella Adams

Inspection activities

- This was the first routine inspection the provider received since the COVID 19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The manager and the inspector carried out a joint observation of an activity.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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