

Inspection of Bizzy Bees Pre-School

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

Inspection date: 2 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children arrive happily and confidently. They follow the morning routine as they say goodbye to their parents at the door, hang up their coats and put their personal items away. They enter the hall and show that they feel secure in their surroundings. The manager sets high expectations for what she wants all children to achieve. She has clear aims to help disadvantaged children and children who speak English as an additional language to progress well. Not all children found the transition back to nursery easy following the COVID-19 pandemic restrictions. In this respect, the manager has worked hard with her team to understand and support children's personal, social and emotional needs. Together, staff help children to take small steps towards greater confidence and to develop new skills. Their gentle and nurturing approach has resulted in children developing good levels of independence. For example, children confidently choose and prepare their own snacks and go to sit down with other children to eat. They spontaneously tidy their plates away afterwards and then resume their play activities. All children develop self-confidence, and involve themselves in a good range of interesting and purposeful activities. They share resources and play well together. Children respond well to continuous praise and encouragement for their achievements, such as when they stand up to sing to the group by themselves.

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

- Since the last inspection, the manager has worked hard with the local authority and her team to evaluate and improve the quality of education. Despite the challenges faced by the team with settling children back into the setting, staff know exactly what the provider wants children to learn. They implement her ambitious aims well, and receive good support and professional development opportunities to continually improve their practice. They help all children to become well prepared for their future learning.
- Staff encourage all children to have positive attitudes towards learning. Children move around freely and join in with their preferred activities. For example, they explore the texture of rice and concentrate hard as they scoop it into containers to make castles. Staff talk to children about what they are doing and how they can adapt the activity when the castle falls over. Occasionally, they do not encourage children's curiosity or ability to contribute their own ideas further, so that children join in even more confidently.
- Children, including those who speak English as an additional language, have many opportunities to develop their communication and language skills. Staff enable children to hear and repeat words, such as 'digging' and 'raking', as they tend to their outdoor plants. Children talk about worms 'slithering' in the grass and learn new words, such as 'aerate', as staff teach them about what worms do to soil. They enjoy stories, songs and rhymes, and staff model language very

well. Occasionally, staff do not give children the time they need to consider and fully answer questions, before moving on to what comes next during the activity.

- Staff are good role models, who praise children regularly. All children behave well, and spend long periods of time concentrating on their favourite activities. They adapt well to changes in routine, and demonstrate a responsible approach to handling equipment and resources. Staff provide children with good opportunities to learn about diversity. For example, children explore the similarities and differences between themselves and others through discussions and their everyday experiences.
- All staff encourage children to learn about good health and hygiene. For example, children learn about different healthy foods and why it is important to drink water. They enjoy activities where they learn interesting facts about teeth and the importance of good oral hygiene. Staff help children to develop the skills to become thoughtful and responsible individuals. For instance, children learn about and follow routines for recycling food and other products as part of caring for the environment.
- The manager and staff work well with parents and other professionals. Staff share information with parents about their children's learning and involve them in activities that can be enjoyed at home. Parents are keen to show their appreciation of the staff and all they do for their children. The manager uses additional funding well to help children make the best possible progress. Staff also work with other professionals to ensure children's unique needs are met.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to safeguard children. They risk assess the premises and local environment to keep children safe. Staff regularly update their safeguarding training and understand their role in identifying and responding to concerns about a child's welfare. They maintained good contact with families during the pandemic restrictions to ensure children remained safe and well. They know the procedures to follow for reporting child protection matters or if an allegation is made against an adult in the setting. Children are involved in managing their own safety, and that of others, including when they use digging equipment outdoors.

What does the setting need to do to improve?

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

- extend and reshape activities that children show an interest in, so that they learn to play with even more confidence, on their own and with others
- give children the time they need to consider questions and formulate answers, to build further on their communication and language skills.

Setting details

Unique reference number	137276
Local authority	Bromley
Inspection number	10197696
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	40
Name of registered person	Bizzy Bees Pre-School Partnership
Registered person unique reference number	RP525689
Telephone number	020 8777 2550
Date of previous inspection	18 May 2021

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, Monday to Friday, during school term times. The setting receives funding for the provision of free early education for children aged three and four years. The provider is also in receipt of early years pupil premium funding. There are seven staff working with the children, all of whom hold appropriate early years qualifications. Of these, three staff hold qualifications at level 3, one at level 4 and one holds early years professional status.

Information about this inspection

Inspector
Stephanie Graves

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 inspector and the manager completed a joint observation of an activity.
- Children were keen to show the inspector their garden area, and to talk about the plants and creatures they find there.
- The inspector spoke to several parents to gain their views about the setting.
- The manager provided the inspector with a sample of the records and documentation used for the safe management of the provision.
- The inspector spoke to staff and children at convenient times throughout the day.
- The manager and the deputy manager showed the inspector around the premises and explained how the different areas are used to help children learn.

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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