

# Inspection of Busy Bees Pre-School

Scout Hall, Off Woodlands Road, Allestree, Derby, Derbyshire DE22 2HE

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Inspection date: 11 November 2021

## **Overall effectiveness**

## **Requires improvement**

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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

Good

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

### **The provision requires improvement**

Children do not always have the chance to use their critical-thinking skills to develop their own ideas during play. This is because they do not always receive the support from staff to build on and extend their ideas. The leadership team describes a 'teach and repeat' approach for children's learning. However, this does not help all children to learn new skills and knowledge as staff do not consistently build on what children already know and can do. The children play and interact well with one another, demonstrating their existing knowledge and developing social skills.

Children form special relationships at the pre-school. They show care for each other and hold hands, taking turns to push their dolls down the slide. The children play together, talking and smiling at each other. Children have strong relationships with staff and demonstrate that they feel happy and safe. Children trust staff to hold their hands, enabling them to take risks when climbing on outdoor play equipment. Children behave well. Staff are good role models and they demonstrate to children what is expected.

Children are supervised by staff as they visit the toilet area, which is a short walk away from the main pre-school building. They listen to instructions given by staff and walk together in a safe and sensible manner.

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

- The manager and staff have termly meetings to discuss what learning experiences they will provide for children. They share these plans with parents. However, they do not always base these plans on children's interests or existing knowledge and abilities. This means that the curriculum offered is, at times, narrow and unambitious.
- Staff know the children well. They describe what they want children to learn next, but this is not always reflected in the experiences they offer. For example, staff provide children with coloured pasta, a variety of pots, and oversized tweezers. However, they do not model how to use the tweezers correctly, resulting in the children using their hands to scoop the pasta instead. They ask children to recall the colours of the pasta, which children already know. This tests children's existing knowledge but does not help all children to develop new skills and make progress.
- Children have access to a large number of books throughout the pre-school. However, staff do not always promote or encourage regular reading opportunities, which would support speech and language development and a love for books.
- At various times during the day, children of mixed ages and abilities are together

in the larger of the two rooms in the pre-school. Staff do not always effectively plan large-group activities to meet all children's needs. As a result, some less-confident children do not join in and do not benefit from the learning experience. For example, as staff ask children to name the days of the week, only the more-confident children respond. Some children do not want to join in a busy, loud dancing activity, but there is no alternative activity provided for them.

- Despite having no mains running water in the pre-school rooms, sanitiser and tissues are available for hygiene purposes. However, tissues are not always accessible at a height suitable for the children. This means they cannot help themselves when they need a tissue to clean themselves. Staff do not always encourage children to sanitise their hands after they have wiped their nose or coughed into a tissue. This compromises children's good health.
- Leaders have developed a strong partnership link with a speech and language therapist. This enables them to quickly identify any children with speech difficulties, implement support plans, and make appropriate referrals if necessary.
- Parents are happy with the pre-school. They describe the progress their children have made and how they would recommend the pre-school to other families.
- Staff encourage children to eat healthy foods. They display children's photos on a coloured rainbow as a tool to celebrate children eating different fruits and vegetables at snack times.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and all staff have a sound knowledge of child protection matters, and they understand how to keep children safe. Staff know how to identify the signs and symptoms of possible abuse and how to report this promptly in order to access appropriate support when needed. They know what actions to take and how to report any allegations made against colleagues. They have a sound knowledge of how to identify potential signs of individuals being drawn into radicalisation and terrorism. They know how and where to report such concerns and how to ensure that support is sourced promptly and effectively.

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

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

- further develop the curriculum to ensure it is well sequenced, ambitious and builds on what children already know and can do
- improve the organisation of the pre-school rooms to support children's concentration and engagement, particularly in large groups
- improve the hygiene processes to ensure that children's health is promoted effectively.

## Setting details

<b>Unique reference number</b>	206126
<b>Local authority</b>	Derby
<b>Inspection number</b>	10144215
<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 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Jane Bailey and Sharon Batchelor Partnership
<b>Registered person unique reference number</b>	RP522901
<b>Telephone number</b>	07946608037
<b>Date of previous inspection</b>	12 May 2017

## Information about this early years setting

Busy Bees Pre-School registered in 1998 and is situated in Allestree, Derbyshire. The pre-school employs 11 members of staff, nine of whom hold appropriate early years qualifications at level 3. The manager holds a level 5 qualification in leadership and management. The pre-school is open Monday to Friday during term time. Sessions are from 7.30am until 5.30pm. The pre-school receives funding for free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marie Townrow

## 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 this into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk and discussed the curriculum.
- The inspector held meetings throughout the day with the manager and the nominated individual.
- The inspector carried out a joint observation of staff practice with the nominated individual.
- Children and staff spoke to the inspector throughout the inspection.
- The inspector reviewed documentation, including staff suitability information and training certificates.
- The inspector spoke to parents to gather their views.

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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