

Inspection of Busy Lizzies Preschool

Wodson Pavilion, Cold Christmas Lane, Thundridge, Ware, Hertfordshire SG12 0SJ

Inspection date: 19 November 2021

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

What is it like to attend this early years setting?

The provision is good

Managers have made changes to the settling-in process as a result of the COVID-19 pandemic. This has had a positive impact and helps children to settle quickly and feel safe. Children are familiar with the routine at the setting. They clean their hands before they play. Children become independent. Staff help younger children to lift jugs to pour their drinks. Older children who have already mastered the skill confidently pour their own milk and water at snack time.

Children enjoy learning outdoors. They concentrate as they dig holes in the flower bed. They plant small plants, talking about the colours of the flowers. Children fetch water in watering cans from inside. They follow staff's instructions well. For example, they walk slowly and carefully so that they do not spill water on the floor. Children use their imaginations as they play. They create models and tell staff that they are making rockets. They pretend to fill up their cars with 'petrol', using hoses and milk crates as they play outside. Children learn to take risks as they play. They go up and down ramps on wheeled toys. Staff support them to do this carefully, praising them for persevering even if it becomes tricky.

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

- Staff know the children well. They gather a vast range of information from parents before children start. This supports them to plan relevant learning opportunities for children. Staff provide children with new experiences, such as planting flowers in the garden.
- Staff regularly evaluate the activities on offer. They take children's ideas and interests on board. For instance, they provided a hairdressing role-play area for children after the children talked about what their parents do for a living. Staff offer similar activities for children indoors and outdoors. For instance, children practise crossing the road indoors. They pretend to drive their ride-on toys around a road as they play outside. This inclusive approach supports children to access learning opportunities wherever they play.
- Children with special educational needs and/or disabilities receive strong support. Managers and staff quickly identify gaps in children's learning, in particular as a result of the COVID-19 pandemic. Managers use additional funding to provide staff with appropriate training. They access external services, such as speech and language support. This helps children to rapidly close any gaps in their development.
- Parents feel well supported by the staff at the setting. Staff keep parents informed about children's progress. They give them ideas of things to do at home to support their children's learning. Staff communicate regularly with parents to share children's targets so that they know what children are working on. They share songs with parents so that they can practise these together with

their children at home. Younger siblings who start at the setting work with the same key person, even if the older sibling has moved on. This helps families to form strong and trusting relationships with the staff.

- The setting is well regarded within the local community. Leaders and managers have a clear vision for the service they provide. They attend parish events, such as parish council meetings. They liaise with other professionals within the community, such as other settings. Leaders organise and host networking opportunities for other professionals. Staff share information with other settings that children attend. They work together and discuss gaps in children's learning. For instance, they discuss how to support children to develop their small muscles so that they can use tools purposefully.
- Staff plan whole-group activities for children to participate in. Children join in and enjoy singing familiar songs. Staff read children stories that relate to the topic they are covering, such as road safety. Older children show strong levels of focus and engagement during whole-group times. They talk to staff about the story, sharing their knowledge and understanding. However, younger children struggle to focus and remain fully engaged for longer periods.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff keep their safeguarding knowledge up to date. If managers have concerns regarding children's welfare, they follow their policy and report their concerns swiftly. They share relevant information with other settings that children attend to keep children safe. Staff have a strong understanding of child protection issues and how to report their concerns. This includes regarding a wide range of issues such as female genital mutilation and radicalisation. Managers share information with parents regarding how to support their children to stay safe online at home.

What does the setting need to do to improve?

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

- consider the organisation of group times so that all children can make the most of the learning opportunities on offer and remain fully focused and engaged.

Setting details

Unique reference number	2501026
Local authority	Hertfordshire
Inspection number	10194384
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	56
Number of children on roll	31
Name of registered person	Busy Lizzies Kids Club Limited
Registered person unique reference number	RP534225
Telephone number	01992 304477
Date of previous inspection	Not applicable

Information about this early years setting

Busy Lizzies Preschool registered in 2018. The setting operates Monday to Friday, from 9am until 3pm, during term time only. The setting employs seven members of childcare staff. Six of these staff hold appropriate childcare qualifications at level 2 and level 3. The setting receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Hardy

Inspection activities

- This was the first routine inspection the setting 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.
- Leaders and managers accompanied the inspector on a learning walk of the setting. They discussed the curriculum they provide and how this is arranged with the inspector.
- The inspector completed a joint observation with leaders and managers. They discussed the impact of teaching on children's learning.
- The inspector spoke to parents. She took their views and opinions into consideration.
- The inspector held discussions with staff and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documents, including evidence of staff suitability and insurance.

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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