

# Inspection of Busy Bees Preschool

456 Rayners Lane, Pinner, Middlesex HA5 5DT

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Inspection date: 6 December 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter the setting happy, confident and ready to learn. Staff place great importance on children's emotional well-being and physical development. This is firmly embedded within the setting's strong curriculum. Due to the COVID-19 pandemic, parents and carers are unable to enter the premises. The provider has been proactive in thinking about other ways in which to support parents, such as introducing an online application.

All staff have ambitious expectations for all children. Children with special educational needs and/or disabilities (SEND) are supported well. Children are making good progress in all areas of the curriculum. Staff analyse what children already know and identify what they need to learn next. Staff have a good understanding of each child's learning journey. Children are thoroughly engaged in a variety of good learning opportunities. They listen attentively to staff's clear and supportive instructions, for example, as they sift and sort and successfully fit blocks together in different colours.

Children's behaviour is well supported. Staff focus on positive behaviour and offer meaningful strategies to help children enhance their turn-taking skills. This also helps children to develop high levels of self-esteem, as well as positive attitudes towards their learning. Children have strong bonds with their key person and settle very quickly in their attentive care.

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

- The well-qualified manager has a clear, ambitious vision for all children, which she shares with her team. She has a secure understanding of staff's development needs. She works closely with them, modelling good practice, and provides good support and coaching. Occasionally, the manager eagerly gives staff instructions before giving them sufficient time to demonstrate their strong capabilities.
- Children are learning how to keep themselves safe and healthy. In preparation for snack time, they discuss the importance of washing their hands to stop the spread of germs. Staff take care to clean and disinfect the tables before and after snack times.
- Children enjoy being physically active. Staff arrange age-appropriate parachute activities indoors for wet play. Children challenge themselves as they crawl, jump and shuffle and roll a ball to each other. The staff encourage the children to participate and take turns.
- Staff support children's communication and language development well. They use every opportunity to engage children in conversation. Children learn new vocabulary as staff discuss how to throw a large ball safely during group

activities. For example, when throwing the ball to one another, staff teach children to push the ball and demonstrate well how to throw so that children learn the action and the associated words.

- Staff support children with SEND well. The manager plans how she can use additional funding to benefit those who need it most. She tries to use the funding for the benefit of as many children as possible. For example, they have arranged for a physical play specialist to come in every week to teach the children physical skills and develop their agility.
- Parents are happy with the progress their children have made during their time at the setting. Parents are not entering the setting as they would usually. However, staff make the best efforts to ensure that parents are fully involved and informed about their children's time at the setting through informal conversations and messages.
- Staff have high expectations of the children and their development. Staff complete regular observations and assessments of the children and use these to determine any gaps in learning and development. However, these assessments are not always communicated to the parents to enable them to support their children at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their role to keep children safe and to promote their well-being at all times. They have a secure knowledge of the signs and symptoms that may indicate a child is at risk of harm. Staff know the procedures to follow if they have any concerns about the welfare of the children or their families. Staff are confident in their role in protecting children from harm. They are aware of the procedures to follow should they have concerns about other members of staff. The process for the recruitment of staff is robust. The manager ensures the ongoing suitability of those staff working with the children. The manager and staff demonstrate a good understanding of risk assessment.

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

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

- allow staff sufficient time to consistently demonstrate their strong capabilities to raise the quality of education to the highest level
- strengthen systems for engaging parents to understand their children's next steps in learning so that they can support their children at home.

## Setting details

<b>Unique reference number</b>	EY462656
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10063431
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	28
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Shining Stars Nurseries Limited
<b>Registered person unique reference number</b>	RP903413
<b>Telephone number</b>	07979666562
<b>Date of previous inspection</b>	10 May 2016

## Information about this early years setting

Busy Bees Preschool originally registered in 1994, and re-registered in 2013 following a change of ownership. The setting operates from the Quaker Meeting House, in the London Borough of Harrow. It is open each weekday from 9am to midday, during term time only. The manager holds qualified teacher status 6 and most other staff hold a relevant childcare qualification. The pre-school receives funding for the provision of free early years education for children age two, three and four years.

## Information about this inspection

### Inspector

Sharmee Bhatt

## 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 the evaluation of the setting.
- The inspector and leader completed a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector observed the interactions between staff and the children and considered the impact on their learning.
- The inspector sampled a range of documentation, including suitability checks, safeguarding and staff records.
- Parents shared their views of the setting with the inspector.

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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