

Inspection of Two Bees Pre-School

Greenhill Community Church, Charnborough Road, COALVILLE, Leicestershire LE67 4SF

Inspection date: 8 April 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are keen to arrive at the setting. They run to staff members, excited to show them their Easter bonnets that they have made at home. Children are equally greeted by staff with enthusiasm and a friendly face. Staff are attentive to children. They listen with interest as children tell them about how they made their bonnets. As a result, children form secure attachments with staff.

Children know the routine well. They take part in free play and some children have breakfast before registration. Children have access to healthy choices such as fresh fruit, milk and water. Staff recognise the importance of eating breakfast and the impact this has on children's learning and development. As a result, children's physical health is promoted, and they are ready to start the day.

Children's behaviour is good. While outdoors, they play cooperatively and take turns to go down the slide. Children are motivated and eager to learn. For example, they squeal with excitement as they blow bubbles into the air. Staff model language well. A child says, 'Caught one' as they reach for a bubble, and a member of staff says, 'Yes you caught one'. Consequently, children have the opportunity to hear the correct pronunciation of words.

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

- Staff make effective use of assessment. They accurately identify where children may need additional help and proactively use this information. For instance, staff work in partnership with other professionals such as speech and language therapists and specialist teams within the local authority. As a result, children receive the correct level of support at the earliest opportunity. This informs a well-thought-out curriculum designed to meet the needs of each child. Consequently, children make progress relevant to the starting points in their development.
- Parents are very positive about the setting. They say that their child has 'come on in leaps and bounds'. Parents report feeling well supported. For example, they explain how staff have helped them to access other professionals for children with special educational needs and/or disabilities. This demonstrates strong partnership working. As a result, children achieve the best possible outcomes.
- Staff split younger and older children into two groups for registration. However, due to competing noise levels, children do not fully benefit from this activity. This means that some children become distracted. As a result, not all children are able to practise their language and listening skills.
- Staff successfully encourage children's interest in books. For instance, staff read with animation and enthusiasm as they share a familiar story with a group of

children. Children are brimming with excitement as they are invited to recall the story. Staff skilfully support learning. For example, they ask, 'How do we know this is the hungry caterpillar?'. The children shout, 'It's massive', 'It's got colours' and, 'It's big'. However, when the activity is extended, some children lose interest because the activity is too long.

- Children have some opportunities to become independent. For example, they have access to a self-serve breakfast area. Jugs of water are available throughout the day, and children are encouraged to pour their own drinks. Additionally, older children independently access the toilet and wash their hands. However, these opportunities are not consistently in place for all children. For instance, staff put younger children's coats on for them without demonstration or allowing children to have a go. Consequently, children do not always have time to practise this skill.
- Staff successfully use children's interests to provide new learning experiences. For example, the setting organises a 'care for a pony day'. Children help to feed and brush the ponies. Consequently, they build respect for animals and learn about their care needs.
- Leaders and managers place staff well-being as a high priority. Staff supervisions are in place, which identify individual strengths and opportunities for development. This helps staff to feel valued and respected. Subsequently, staff comment that they feel supported within the setting and report good levels of job satisfaction. For example, one member of staff states, 'I love my job' and this is reflected in the enthusiasm and passion demonstrated within their role.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a clear understanding of safeguarding, including the types of abuse and possible signs and symptoms. There is a detailed safeguarding policy in place, which all staff are familiar with. Staff understand the actions to take should they have a concern, and who this must be reported to. They know what steps to take regarding a concern or allegation against a member of staff. Regular safeguarding training is undertaken, including how to identify and report potential extremism and radicalisation. Staff ratios and deployment support the supervision and safety of children within the setting effectively.

What does the setting need to do to improve?

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

- improve consistency in how staff support younger children to develop their independence and self-help skills
- review the planning of group activities, so that distractions are minimised, and all children can benefit from the learning intentions.

Setting details

Unique reference number	EY398296
Local authority	Leicestershire
Inspection number	10064486
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	38
Number of children on roll	29
Name of registered person	West, Belinda Jayne
Registered person unique reference number	RP905475
Telephone number	07974 735620
Date of previous inspection	15 December 2015

Information about this early years setting

Two Bees Pre-School registered in 2009. The pre-school employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, and four hold appropriate early years qualifications at level 3. The pre-school opens from 9.15am until 2.30pm Tuesday to Thursday and from 9.15am until 1pm on Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

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 setting and has taken that into account in their evaluation of the setting.
- The manager guided the inspector around the provision during a learning walk.
- The deputy manager and the inspector carried out a joint observation of an activity together.
- The inspector looked at relevant documentation.
- The inspector spoke to parents to gain their views of the setting.
- The inspector spoke to staff at appropriate times during the inspection.

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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