

# Inspection of BUSY BEE NURSERY SCHOOL

11a Monks Orchard, Petersfield, Hampshire GU32 2JJ

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Inspection date: 25 May 2022

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

### **The provision is good**

Children enjoy their time at this small nursery, where there are high expectations for all children. The dedicated manager provides a wide range of experiences for everyone. Children benefit from extra-curricular activities, such as music, French and sports. This builds on their interests and helps them acquire skills for life. Children listen and respond well. They proudly demonstrate their proficiency in another language as they say 'hello' and name different shapes in French.

Children have a good understanding of the morning routine. They say goodbye to their parents and carers at the door. Welcoming staff greet the children. They support them to wash their hands before they join their friends on the carpet. The manager greets every child individually. She encourages even the youngest children to recognise their name card which they exchange for a 'special handshake'. Children confidently say 'good morning' before quickly engaging with their learning. All children make good progress in their learning and development. They access a wide range of activities. For example, they balance wooden 'arcs' together to make a tower, listen to stories and explore a range of mark making.

Children behave well and have good relationships with each other. For example, they understand the needs of others, and, when rarely needed, staff offer gentle guidance to support them.

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

- The manager has an ambitious vision for children's learning and development. She has created a curriculum that effectively balances the Montessori approach alongside the seven areas of learning in the early years foundation stage. Staff share this vision and promote it well in their practice. They demonstrate a clear understanding of how both approaches complement each other. This means all children, including those in receipt of additional funding, are well prepared for the next stages of their learning, including the eventual move on to school.
- Staff provide children with a variety of activities which they are eager to join in with. Overall, staff deliver good interactions with children, who make steady progress from their starting points. However, staff do not consistently recognise opportunities for the most-able children to explore new ideas, enhance their chosen activities and build on their current knowledge.
- Staff help children to develop a good understanding of the world around them. For instance, children learn about Queen Elizabeth as they create their own crowns to wear for the Jubilee. They chat excitedly about what colour it should be and spend time thinking about where best to place the 'gems' to make their crowns 'really special'.
- Staff effectively promote children's confidence and self-esteem. Children are

curious about visitors and ask her to watch them put on their coats. They excitedly demonstrate how they place their coats on the floor, put their arms in the sleeves and flip the coats over their heads. Children show they can persevere as they realise their coats are on upside down. They try again and celebrate their successes with 'high fives' and big smiles.

- The curriculum for mathematics is evident both inside and outdoors. Children gain a good understanding of volume and recognition of order. For example, younger children spend time filling containers with water and counting how many cups they take to fill it to the top. Older children work out through trial and error, how to fit different-sized cylinders into the correct size order.
- Children enjoy a range of experiences that support their physical skills. They ride bicycles, climb the tower to the slide and make marks outside on large blackboards with chalk. They gain strong levels of coordination and stamina.
- The manager carries out staff observations and routinely meets with them to help improve their practice. Staff have the opportunity to attend training online. The manager is aspirational for her staff and the setting. She reflects on improvements they can make to enhance the opportunities available to staff and children.
- Parents speak highly of the manager and staff. They compliment them on the care they provide for their children, and the whole family. Parents explain that staff keep them well informed of their children's learning and the activities on offer.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a clear understanding of how to safeguard children. They know the signs that raise concerns about children's welfare and when to make referrals to safeguarding agencies. Staff are clear on safeguarding procedures. For example, what to do if a child arrives with an injury, and who to contact if they have concerns. The manager puts in place clear procedures for risk assessments, which she shares with staff regularly. Children help staff identify any risks in the environment. They give a 'thumbs up' when they confirm the garden is safe and the gate is locked. The manager follows effective recruitment and supervision procedures to ensure staff working with children are suitable to do so.

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

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

- review and enhance some activities so that children can test their ideas, build on what they know and access additional resources to further extend their own learning.

## Setting details

<b>Unique reference number</b>	109875
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228138
<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>	12
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Pipe, Jacqueline
<b>Registered person unique reference number</b>	RP511856
<b>Telephone number</b>	01730 264776
<b>Date of previous inspection</b>	28 November 2016

## Information about this early years setting

Busy Bee Nursery School registered in 2000. It is situated in a residential area on the outskirts of Petersfield, Hampshire. The nursery is open term-time only, on Monday, Tuesday and Thursday from 8.30am to 3.30pm, and Wednesday and Friday from 8.30am to 12.30pm. The nursery uses the Montessori teaching method and provides funded early education sessions for children aged two, three and four years old. The nursery employs five staff, all of which hold an early years qualification at level 3 or higher. Two members of staff hold qualified teacher status.

## Information about this inspection

### Inspector

Nina Lambkin

## 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 manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- The inspector observed the quality of education being provided, inside and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke to children during the inspection and took account of the views that parents shared about the setting.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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