

Inspection of Busy Bees @ St Lawrence

St Lawrence Church Hall, Church Street, Alton, Hampshire GU34 2BW

Inspection date: 21 June 2022

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

Children happily enter the setting, where they are welcomed in by friendly staff. Children follow routines independently as they put away their belongings and wash their hands. Staff instantly engage in conversation with the children on arrival. They provide an interesting range of activities across the seven areas of learning. These ensure that children gain the skills that they need for the next stage in their education.

Children benefit from weekly music and movement sessions and French lessons. Children greet the teacher with 'Bonjour' and confidently say a range of colours. Parents feedback that children are using these words at home. Staff enhance children's experiences through links in the local community. Children visit local places of interest including the church.

Staff organise outdoor space creatively, it includes an allotment where children enjoy learning about growing vegetables. Children take part in 'Alton in Bloom' to showcase the sunflowers that they have been growing. Challenging outdoor activities help develop children's large-muscle skills. For example, they skilfully navigate a ride-on car up and down a hill. Children show good levels of engagement when mixing sand and water. They investigate when the sand blocks a hole, stopping water from flowing, and work together to solve the problem.

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

- The manager regularly evaluates the setting to identify where improvements can be made to enrich children's learning experiences. In response to children's feedback, staff have introduced a pet hamster in the nursery. Children chose the name by voting for their favourite, which supports their understanding of fairness and democracy.
- Children enjoy exploring a range of activities set out for them. For example, they hunt for 'bugs' in mud with tweezers. However, on occasion children's thinking is not consistently challenged by staff as, at times, staff are focused on completing nursery routines, such as snack time.
- Children focus well on the activities they are doing, behaviour is good. Staff quickly intervene when the children need additional support. For example, when a child knocks over someone else's tower, staff suggest they build another tower together.
- Overall, staff support children's communication and language skills well. They engage in meaningful conversation and introduce new language. For example, in the allotment children learn the names of different flowers, fruit and vegetables. Staff explain that the pumpkin and tomato plants have flowers which will grow into fruit.

- Children with special educational needs and/or disabilities are well supported. For example, staff identify and then refer children who would benefit from speech and language therapy. In the setting, children have regular targeted activities to ensure they make the best possible progress. Staff ensure that these resources are shared with families to use at home.
- Parents share that they are happy with the setting. Staff are approachable and available for discussion on arrival and pick up. They share information in a wide range of ways. For example, via an online system, newsletters, social media and posters at the door. Parents report that they 'trust staff to give advice and support.'
- There is a strong focus on independence to prepare children for school. For example, in the role-play area trying on school uniforms helps children learn to dress independently. At snack and lunchtime, staff support children to do things for themselves and children carefully pour their own drinks.
- Since COVID-19 restrictions have eased, the setting has arranged a number of events to promote partnership with parents. These include a family Jubilee Picnic and Father's Day breakfast. Parents say it was a 'lovely opportunity' to see what the children get up to and spent time with other dads and grandparents.
- Staff benefit from regular staff supervision and training. They feel well supported by managers.
- Children have strong attachments with staff. However, the key-person system is not robust enough to ensure that there is continuity of care when children are settling in. New children play happily but do not receive focused support for their learning as early as they could. This is because new children have a temporary key person when they first start.

Safeguarding

The arrangements for safeguarding are effective.

Staff carry out risk assessments daily to make sure that children are kept safe. All staff demonstrate a good understanding of safeguarding procedures. They are aware of all areas of safeguarding, including the 'Prevent' duty, radicalisation and female genital mutilation. They inform managers if they need additional training to expand their knowledge. All staff get the opportunity to talk to managers about safeguarding during meetings and supervisions. Managers and staff are clear about their responsibility to follow safeguarding procedures. They know how to share concerns and who to refer to outside of the setting. The manager follows safer recruitment procedures to make sure staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff to consistently provide high-quality interactions with children

without being distracted by nursery routines

- strengthen the key-person system to ensure that there is continuity of care when children are settling in.

Setting details

Unique reference number	2559333
Local authority	Hampshire
Inspection number	10233474
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	43
Number of children on roll	43
Name of registered person	Busy Bees @ St Lawrence Alton Ltd
Registered person unique reference number	2559332
Telephone number	07484244932
Date of previous inspection	Not applicable

Information about this early years setting

Busy Bees @ St Lawrence registered under new ownership in 2019. The pre-school is open from 8.30am to 3.30pm, Monday to Friday, during term time only. The pre-school receives funding to provide free early education for two-, three- and four-year-old children. There are five staff working with the children. Of these, three hold qualifications at level 3 and above, with one staff qualified at level 6.

Information about this inspection

Inspector

Jennie Winchcombe

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 inspector spoke to parents during the inspection, and they shared their views about the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector and manager carried out a joint observation to evaluate the quality of teaching.
- The inspector observed interactions between staff and children.
- The inspector looked at relevant documentation and reviewed the evidence of 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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