

Inspection of Busy Bugs Pre School

South Wigston Methodist Church, Blaby Road, Wigston, Leicestershire LE18 4PB

Inspection date: 23 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 Outstanding

What is it like to attend this early years setting?

The provision is good

All children, including those with special educational needs and/or disabilities, feel safe and secure at this welcoming setting. They separate confidently from their parents and grandparents and wave goodbye as they go inside. Children benefit from experiences provided by staff who know them as individuals incredibly well. Staff are skilled at recognising which children may need more support. For example, at snack time, staff position themselves to support two-year-old children who have only recently joined the setting. They sensitively ask them if they would like milk or water to drink. Children know exactly what to expect during the day, as staff have clear routines and high expectations. At tidy-up time, three- and four-year-old children work with their friends to place small-world toys away. Two-year-olds confidently scoop lentils back into a tray using their hands. Children take responsibility for their learning environment.

Snack time and lunchtimes are sociable occasions for children. Staff engage in conversations with children. They ask children about their day and what they have enjoyed doing. Children share their experiences with staff. They tell staff they have tried strawberries at home before and say, 'They are good for you.' Children look closely at banana skins when staff comment about the different marks they can see on the skin. Through everyday conversations, children find out about healthy foods.

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

- Staff at the setting know the children very well. They find out all about the experiences children have at home and build on this as much as possible. For example, when children show an interest in going camping, staff make a role play campsite at the setting. Children excitedly engage with staff and pretend to cook toy food on a pretend barbecue. They snuggle up in a tent and say, 'It is cosy in here!' This broadens the experiences children have.
- Throughout the day, children have many opportunities to develop their skills in mathematics. Children explore making different shapes with play dough. They work with their friends to find the key with a numeral on to match the padlock with the dots on. Staff support them to count the number of dots to see if the key they have chosen matches. However, occasionally, staff do not address misconceptions that occur. For example, when children show an interest in measuring a toy fish they have found, staff do not yet show children how to measure from zero and to make sure the ruler is straight.
- Parents are overwhelmingly positive about the setting. They comment how the staff care for them as a whole family, not just their children who are attending. Parents know who their child's key person is but state all staff know the children exceptionally well as individuals. They say how the staff have supported children

with changes at home, such as the arrival of a new baby. Parents comment that staff regularly share ideas with them about how they can support their children's learning at home.

- Staff provide many opportunities for children to take part in creative activities. Children explore a range of craft materials and play dough. However, at times, activities are too prescriptive and staff tell children what to do, instead of allowing children time to develop their own ideas.
- Staff prepare children well for going to school. They take children to visit their new school and have detailed discussions with their teachers. Children role play in the 'big school' at the setting and talk to staff about the colour of their uniform. Staff know the name of the children's new teachers and remind them of this. This prepares children very well for the transition, when the time comes.
- Staff have regular discussions with the manager about how they want to improve their practice further. The manager regularly observes staff carrying out activities and talks to staff about what they do well and what they would like to do next. Staff are reflective about improvements they would like to make, such as building on their knowledge of the curriculum, particularly in mathematical development, even further.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure knowledge of safeguarding. The manager and deputy manager provide regular opportunities for staff to refresh their knowledge through accessing safeguarding training. Staff know what the signs and symptoms of abuse are and who to report their concerns to. They know to refer to the safeguarding policy if they need to find contact details for outside agencies. Thorough risk assessments help keep children safe. Staff check all areas of the setting before children arrive for the day. The setting has clear fire evacuation procedures in place which staff practise with children regularly. This means children know what to do when the fire alarm sounds.

What does the setting need to do to improve?

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

- improve staff's knowledge and understanding of mathematical development, so that staff address misconceptions when they occur
- provide more opportunities for children to develop their own ideas during creative activities.

Setting details

Unique reference number	EY306056
Local authority	Leicestershire
Inspection number	10138439
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	46
Number of children on roll	39
Name of registered person	Bevans, Nina Marie
Registered person unique reference number	RP907393
Telephone number	0116 2992662
Date of previous inspection	7 October 2013

Information about this early years setting

Busy Bugs Pre School registered in 2005. It is located in Wigston, Leicestershire. The setting operates from Monday to Friday, from 8am to 4pm, in term time only. It employs four members of staff, all of whom hold qualifications between level 3 and level 5. The manager holds qualified teacher status. The setting provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Lofts

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 viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of the deputy manager completing an activity with a group of children.
- Parents and grandparents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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