

Inspection of Busy Bee Pre-School

219 Poulton Road, Fleetwood FY7 7BS

Inspection date: 8 July 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The cheerful and vastly experienced staff team greets children with enthusiasm as they arrive excitedly at the pre-school. Children are keen to tell staff about their recent transition visits to their new schools. The highly effective key-person system ensures that all children feel secure at the pre-school and settle quickly. Children are familiar with the well-embedded daily routines, which enables them to thrive. They are very independent and persistent in their efforts. Children flourish as staff praise them abundantly. This helps to develop their self-esteem and resilience.

The highly knowledgeable staff team knows children exceptionally well and has high expectations for every child. Interactions between children and staff are of an incredibly high quality. Staff model speaking and listening skills wonderfully. They are fantastic role models and children's behaviour is exemplary. Children follow the pre-school rules well and know what is expected of them. They are consistently helpful towards each other and demonstrate excellent manners. For instance, they say 'please' and 'thank you' as they pour milk for each other at the snack table.

Children are eager to take part in the stimulating range of activities that staff provide. Younger children watch in awe as staff show them how to make rain in the outdoor water area. Older children use props to act out the 'Three Billy Goats Gruff' story they listened to earlier. They giggle as they experiment with making different voices for the characters. Children are deeply engaged in their play and extremely motivated to learn.

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

- The inspirational manager has exceptionally high standards for the pre-school. She is passionate about her role and strives to do her very best for the children in her care. The manager is an aspirational role model and staff say they feel very well supported. Regular training opportunities are provided to further extend the skills of the extremely competent staff team.
- Staff have an extensive understanding of child development. They are very confident in their knowledge of what they want children to learn. This supports the implementation of the highly ambitious curriculum. Staff provide plentiful opportunities for children to revisit previous learning experiences. This helps to securely embed new knowledge and skills.
- Staff support children with special educational needs and/or disabilities exceptionally well. For example, additional funding is used to access specialist support. All children make excellent progress from their starting points. This ensures that they are superbly prepared for the next stage of their education.
- Stories are central to the outstanding teaching and learning at the pre-school. Staff dramatically alter the pitch and tone of their voice as they share stories and

rhymes with children. They change the characters and endings of stories that children are familiar with. This ignites children's imagination and creates rich opportunities to extend children's vocabulary. For example, children use words such as 'erupt' and 'lava' after listening to a story about volcanoes.

- Physical development is supported brilliantly. Children have great fun as they travel over platforms and through tunnels in the outdoor area. Older children successfully negotiate space and obstacles as they race. They cheer for their friends as they proudly recreate the events of their recent sports day. Staff teach younger children to throw and catch balls and ride wheeled vehicles. This helps to develop their large-muscle skills and hand-to-eye coordination.
- Staff are exceedingly skilful as they promote meaningful mathematical learning throughout the daily routine. Younger children learn about 'more' and 'less' as they share fruit during snack time. During group learning activities, staff ask older children to sit 'in front of', 'behind' and 'next to' their friends. This helps children to develop an understanding of positional language.
- Children develop a strong sense of self as staff talk to them about their experiences outside of the pre-school. Staff provide a very broad range of activities that allow children to explore other cultures and learn about the wider world. Regular visits to the local park, shops and beach help children to learn about their own community.
- Parents are thrilled with the progress their children make at the pre-school. They fully appreciate the time that staff take to talk to them about their child every day. An extremely positive and mutually respectful culture enhances the tremendously strong working relationships between staff and parents at the pre-school. Parents are highly complimentary about staff. They say staff continuously go above and beyond to help them support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff are deployed highly effectively throughout the pre-school to ensure that children are kept very safe. They have an excellent working knowledge of all safeguarding issues, including wider issues such as radicalisation and internet safety. Staff have a sound understanding of the policies and procedures to follow if they have concerns about children or staff. The manager has incredibly high standards and has implemented thorough recruitment processes to ensure that staff are suitable to work with children. Children learn how to keep themselves and others safe. For example, staff teach children about the importance of handwashing to reduce the spread of germs.

Setting details

Unique reference number	EY472150
Local authority	Lancashire
Inspection number	10129281
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	63
Name of registered person	Busy Bee (Fleetwood) Limited
Registered person unique reference number	RP528178
Telephone number	07759700278
Date of previous inspection	1 December 2015

Information about this early years setting

Busy Bee Pre-School registered in 2013. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.30am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Donna Thorpe

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 joined the inspector on a learning walk and talked to the inspector about the 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.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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