

Inspection of Busy Bees Pre-School Playgroup

Village Hall, High Street, Wollaston, Northamptonshire NN29 7QQ

Inspection date: 20 July 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

Children actively take part in a wide range of activities, that follow their interests, at this welcoming pre-school. For example, they shout 'yay, play dough!' as they run over to the table to explore it. Children excitedly take part in a planned music session. They enthusiastically sing along and join in actions to familiar songs and rhymes. This strengthens their love of singing and their communication and language development. Children develop their physical skills in the garden as they use spades to find hidden objects in mud. Staff extend children's vocabulary by introducing words, such as 'delicate' and 'breakable' as children find a pretend egg. Staff teach them to be careful as they dig, so as not to get mud in their eyes.

Children behave well, and have strong relationships with staff. They say 'will miss you' to staff, as they discuss their leaving to go to school. Staff are good role models and have high expectations of children's behaviour. Children react positively to staff as they remind them of the rules of a game they play, and to take turns. They are polite and kind to their friends and visitors. For example, they confidently bound over to visitors to ask, 'what's your name?', and engage them in conversation. Children are learning to be independent as they pour their own drinks at snack time.

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

- Staff know their key children well. They gather information from parents, asking what their children's interests are. Staff thread these interests into their activity planning, along with their own observations of children's development. Children show a positive attitude to their learning. They engage well in planned activities, and those which they choose for themselves.
- Staff support children who have additional needs well. They work closely with other professionals, helping children to reach targets set on individual learning plans. The pre-school spends additional funding appropriately, for example, by assisting children's transitions to school. This enables all children to make good progress, and helps prepare them for their next stage of learning.
- Staff widen children's knowledge as they play. For example, staff explain what a magnet is as children investigate magnetic numbers. They encourage children to find out which numbers stick on a board and which ones do not. Children say 'magnets stick' as they make the link that numbers with magnets on the back stay on the board. Children remember previous learning, as they spontaneously discuss how caterpillars make cocoons, while they investigate toy bugs.
- Staff provide numerous opportunities for children to develop their mathematical understanding. For example, staff show children numbers on the bottom of wellingtons. Children compare the sizes of the wellingtons saying, '10 is bigger than eight', as they hold them next to each other. Children independently count

to 20 as they play. As they reach 20 and stop, staff encourage them to think what number comes next, introducing 21 and 22.

- Staff teach children about different feelings and emotions. Children take part in small group activities where staff encourage them to talk about how they feel in different situations. Children understand it is their time to talk when they are given the 'talking stick' to hold, knowing they should listen to others when they do not have it. Staff constantly praise children for their efforts, raising their self-esteem. When children have minor disagreements, staff react quickly to help them resolve conflicts.
- Staff teach children about the importance of making healthy food choices by offering them a choice of fruit, yoghurt and drinks at snack time. Staff encourage children to wash their hands before meals, promoting a positive hygiene routine.
- Parents report their children have made 'magnificent improvement' since being at the pre-school. Staff give daily feedback to parents on how their children have been. However, some parents report they would like more information on what their children's next steps in learning are, to enable them to continue this at home.
- The pre-school team work well together. The deputy manager works well with the committee chair; both demonstrate a commitment to continuous improvement. Together they have started to evaluate the pre-school provision, and staff's professional development needs. However, although some processes have been started for the monitoring of staff practice, and their ongoing supervision, these are not yet fully or consistently embedded. This means, staff do not have frequent enough feedback in order to further improve their already good practice.

Safeguarding

The arrangements for safeguarding are effective.

The deputy manager has a good understanding of her role as designated safeguarding lead, and who she needs to report concerns to. Staff take part in safeguarding training. They are confident in knowing different signs to look for that may signal a child is at risk of harm, including if they may be drawn into extremism. Staff have a good understanding of how they report any concerns regarding children or adults, including the importance of recording this information. This knowledge enables staff to keep children safe from potential harm or abuse. The deputy manager and the committee chair are aware of their responsibilities to make sure staff are suitable to work with children, by carrying out relevant suitability checks.

What does the setting need to do to improve?

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

- improve information sharing with parents so they are clear what their children's next steps in learning are, to enable them to continue learning at home
- build processes for staff monitoring and supervision, ensuring they happen more frequently and that staff receive feedback to improve their already good practice further.

Setting details

Unique reference number	220247
Local authority	North Northamptonshire
Inspection number	10138626
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	32
Number of children on roll	18
Name of registered person	Busy Bees Pre-School Playgroup Committee
Registered person unique reference number	RP522425
Telephone number	07908 182 544
Date of previous inspection	16 December 2015

Information about this early years setting

Busy Bees Pre-School Playgroup is based in Wollaston, Northamptonshire. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The pre-school opens term time only. Sessions are Monday, Wednesday and Friday 9am until 1pm and Tuesday and Thursday 9am until 12pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Vaughan Prosser

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 deputy manager and has taken that into account in their evaluation of the provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and the inspector completed a learning walk together of all areas of the setting, and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of an activity with the deputy manager.
- Parents shared their views regarding the provision with the inspector.
- The deputy manager and committee chair person 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022