

Inspection of Busy Bees Pre-School

Scout Hall, Off Woodlands Road, Allestree, Derby, Derbyshire DE22 2HE

Inspection date: 1 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are very eager to enter the setting. They excitedly greet their friends outside, separate from their parents and happily go in and join in with the activities. Staff provide a very strong focus on encouraging a love of reading. Children thoroughly enjoy listening to and joining in with a range of stories and rhymes. Staff skilfully support children's language acquisition as they balance the storytelling with discussions and questions. They model language to support children in the correct pronunciation of words and to extend their vocabulary as they describe what is happening. Children use the pictures in the book to explain how they know that it is night-time.

Children have positive attitudes to learning. For example, they work together to fit a roof onto a den, ensuring that the material covers the whole of the structure. Staff are very supportive in helping children to develop relationships with others. Two children seek guidance from staff as to how to operate a camera. The member of staff is engaged in an activity with another child and includes them in helping the other two children to work out how to switch the camera on. Children demonstrate an understanding of how to keep themselves and others safe as they check behind them before manoeuvring the sit-and-ride toys backwards.

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

- Leaders are very reflective and thorough in their approach to changes. They gather and act on feedback from parents, for example, they have recently increased security for the premises. Leaders continually review staff practice and provide relevant training that supports staff to develop their knowledge, to further improve the support for children in their care.
- Leaders have developed a curriculum that is clear and ambitious, with exciting goals for children to work towards. Careful consideration has been given to the core stories and rhymes to build children's vocabulary and to support other aspects of learning, such as mathematics, diversity, feelings and emotions. The curriculum includes a range of core experiences to ensure children participate in activities that they may not otherwise experience. Staff have a clear understanding of the curriculum goals and what children need to learn to achieve these. However, staff sometimes move children too quickly towards the goal for writing letters of their name and do not ensure that they build a strong foundation before they move them on to the next stage.
- A strength of the setting is the commitment to ensure all children are included and supported. Staff are very adept at noticing when a child needs support with the routines or encouragement to join in with play. There is very good partnership working with other agencies and professionals to secure support when children need it. Staff work closely with parents of children who speak

English as an additional language. They encourage parents to read the core stories to their children in both their home language and English to support their development. Staff consistently use key words in children's home language to support these children with the routines of the session.

- Staff know the children really well and accurately assess their level of development. They regularly plan a range of small-group activities to enable them to provide focused support for learning. Children participate in an activity to recall the order of a story. They show patience as they listen to what others have to say. Children concentrate and guide their own thinking as they refer to the props to aid their recall. However, on occasion, staff do not always adapt activities to match the abilities of the children. For example, when children easily name fruit, staff do not extend the discussion.
- Children form strong attachments with all staff and demonstrate emotional security within the setting. All children are developing confidence to make decisions and manage their own self-care.
- Parents explain how easily their children go into the setting, even though the handover has taken place outdoors since the COVID-19 pandemic. They praise the high ratio of adults to children and the individual attention their children receive. Staff gather and share useful information with parents about children's needs, learning and interests. However, they do not consistently share information about what children are learning next, so that parents can support this at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff keep their knowledge and understanding of child protection up to date through regular training, discussions and quizzes. Staff are confident in recognising possible harm and how to manage this to safeguard children. Staff manage the arrival and collection of children well to ensure their safety. They teach children how to use the equipment safely and provide information for parents about online safety. Staff organise themselves effectively when they are taking children to the toilet in the adjacent building. Children clearly understand the expectations and wait while staff check the hall before they enter.

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 understand how to sequence all learning to ensure that children consolidate their knowledge and skills before moving on to the next stage
- support staff to enhance their interactions with children so that they consistently adapt activities to meet children's needs and abilities
- strengthen partnership working with parents and carers so that they know what

their child is learning next and can provide consistent support for learning.

Setting details

Unique reference number	206126
Local authority	Derby
Inspection number	10217492
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	36
Number of children on roll	101
Name of registered person	Jane Bailey and Sharon Batchelor Partnership
Registered person unique reference number	RP522901
Telephone number	07946608037
Date of previous inspection	11 November 2021

Information about this early years setting

Busy Bees Pre-School registered in 1998 and is in Allestree, Derbyshire. The pre-school employs 12 members of staff, 11 of whom hold an appropriate early years qualification at level 3, and one has early years professional status. The pre-school is open Monday to Friday, during term time. Sessions are from 7.30am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Justine Ellaway

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the manager. She observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the owner.
- The inspector held a meeting with the owner and manager. She looked at relevant documentation, such as evidence of paediatric first-aid training.
- The inspector discussed the procedures for evaluation and the priorities for improvement.
- The inspector spoke to parents and carers during the inspection and took account of their views.

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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