

Inspection of Little Bees Pre-School

Fulbridge School, Keeton Road, PETERBOROUGH PE1 3JQ

Inspection date: 5 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happy and ready to learn. They wave goodbye to parents and choose an activity. Staff support children when needed, helping them to feel safe and secure in the environment. Relationships between staff and children are sensitive and responsive. Children look for a familiar adult when they need comfort and reassurance. Staff talk to children gently and support them with their well-being and emotions.

Children are independent learners. They choose their own activities and staff are close by to join them. Children are given lots of opportunities throughout the day to develop their independence skills. For example, children find their own belongings, put on their own coats, serve their snack and cut their fruit.

Children are motivated to join in with activities. When a member of staff sets up a new activity with pegs and boards, children eagerly join her to find out what it is. Children are kind to each other and develop strong relationships. When outdoors, children work together to fill a truck with large bricks. They help each other to push the truck across the garden, trying not to drop the bricks. Children develop social skills to prepare them for their next stage of learning.

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

- The manager has a clear curriculum for the setting, focused on personal development, confidence and self-esteem. She aims for all children to leave the setting happy and confident learners, ready for their next stage of learning. All staff can confidently discuss the purpose of each activity. They plan activities that encourage children to explore and build on what they already know.
- Staff support children to be kind and considerate to others. They provide children with gentle reminders to share resources when needed. Sand timers are provided to support turn taking and children therefore learn to wait their turn patiently.
- Staff use mathematical language throughout everyday activities such as snack time, water play and outdoors in the garden. Children learn to count and use mathematical concepts during their play. For example, they count the other children in the room, and demonstrate how proud they are of this achievement.
- Children have access to a range of stories and books. Staff read stories with excitement that engage children and encourage their love of reading. For example, when reading a story, children copy staff's actions and noises. They answer questions about the story and wait patiently as the staff member turns the page to find out what is next.
- Staff provide families with a warm welcome. They ensure they make time to speak to parents and communicate well about what children have been doing

each day. Parents are given regular updates through an online app. However, some parents are not always clear on what is next for their child's learning and how the setting would like them to support these areas at home to further extend children's learning and development.

- Children with special educational needs and/or disabilities are very well supported. The manager is a trained special educational needs and disabilities coordinator and works closely with children and families. Other professionals visit the setting regularly to support staff and children to ensure children make good progress.
- Staff's well-being is supported through the regular supervision and staff meetings. However, the manager does not yet rigorously monitor the effectiveness of staff's practice to help them develop their teaching skills to the highest level.
- The manager has a clear vision for the setting. She makes good use of self-evaluation to identify the strengths and areas for development in the setting. For example, recently, she has worked with senior management to put together an action plan. This includes introducing home-learning packs for all families, home visits for new families and specific training for all staff. Managers regularly reflect on the effectiveness of the provision and are committed to providing high-quality, inclusive care for all children and their families.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of protecting children from harm and can recognise signs of abuse. Staff are confident to follow the setting's safeguarding procedures if they suspect a child is at risk. They know how to make referrals when needed and where to find contacts for a range of agencies. All staff have a good knowledge of wider safeguarding concerns and the 'Prevent' duty. The manager ensures all staff receive regular safeguarding training. There is a whistle-blowing procedure in place which staff are confident to discuss and follow if they have concerns about another member of staff.

What does the setting need to do to improve?

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

- develop communications with parents to help support children's learning even more consistently at home and at the setting
- strengthen the use of staff supervision and support to raise the quality of teaching to a consistently high level.

Setting details

Unique reference number	EY485712
Local authority	Peterborough
Inspection number	10263617
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 4
Total number of places	22
Number of children on roll	27
Name of registered person	Barnardo's
Registered person unique reference number	RP518879
Telephone number	01733891251
Date of previous inspection	8 May 2017

Information about this early years setting

Little Bees Pre-School registered in 2015. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday, term time only. Sessions are from 8.30am to 11.30am and from 12.15pm to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

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 their curriculum and what they want their children to learn.
- Parents shared their views of the setting with the inspector.
- 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 the staff and children.

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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