

Inspection of Busy Bees Montessori School

Westmorland Park Pavilion, Westmorland Drive, Warfield, Bracknell, Berkshire
RG42 3QP

Inspection date: 1 March 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children have a great deal of fun as they explore a good range of activities in their pre-school. They feel confident approaching staff for a cuddle and help with their self-care needs. Staff encourage children's independence getting dressed for outdoor play and washing their hands for mealtimes. Children enjoy trips to local woodland, where they do bark rubbings and have teddy bear hunts. They learn about different bugs and collect lots of natural materials. These opportunities help them develop an understanding of the natural world while they exercise and learn to keep safe in the woods.

Children have many opportunities to discover the similarities and differences between themselves and others. Staff plan 'around the world' experiences. For example, children learn about windmills in Amsterdam and create their own in craft sessions. They learn a windmill song and sing it to their parents and carers afterwards. Children enjoy cookery sessions where they make paella from Spain and mango bread from Hawaii. Children love the experience of meeting an author. She reads to them and shares her book about animals having a magical adventure in Africa. This supports children's early literacy skills. Children learn about African musical instruments and explore pictures of new animals.

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

- The pre-school provides effective support for children with special educational needs and/or disabilities. Staff make appropriate referrals to external agencies and work closely in partnership with parents. Children benefit from specialised communication boards and activities. Staff quickly support children who struggle to manage their own behaviour and divert them to new play opportunities.
- Children are respectful and kind to each other as they play. Young children help others to take off their coats when they struggle. Children show lovely manners, such as saying 'excuse me' when they try to move past their friends. Children are also seen giving each other a hug as they queue to wash their hands.
- Children sit together at mealtimes and develop their social skills. They enjoy exchanging their printed numbers for crackers with the staff. This encourages communication and helps children learn how to recognise numbers. However, for some children there are very long waits before food arrives. At times, they struggle to manage their behaviour while they wait.
- The staff support children to develop healthy lifestyles. For instance, they plan activities to discuss oral hygiene. Children have fun as they play games to learn how to brush their teeth. Staff also work in partnership with parents to provide information about local dentists and encourage children to visit. Children do lots of activities which help them get exercise and fresh air. They concentrate while they walk over balance beams, then run around the garden with their friends.

- The highly qualified staff have many years of experience. They know children well and teach them with enthusiasm. Staff develop their skills in supporting children with speech, language and communication. As a result, all children enjoy carefully tailored support and make good progress with their communication.
- Children are excited to participate in their 'bucket time' activity. They show high levels of self-control as they sit and watch while a staff member shows them items and introduces lots of words. Children jump with delight when they observe the shaving foam 'worms' the staff member makes for them to look at. Some children would benefit from further planning of sensory experiences, to enable them to explore textures and materials themselves. This would help develop their sensory exploration even further.
- Staff provide a selection of activities using Montessori resources and learning styles. Children learn about size, shape and matching while they experiment with wooden resources. They develop their mathematical understanding during these activities. Staff ensure suitable challenge is given to individual children of different ages and abilities during these activities. Children build on their previous learning and develop a good understanding of numbers up to 10 before they start school.
- Parents report that the pre-school provides exceptional support for their families. They value the help with referrals to outside agencies and are thankful for the daily communication about their children's well-being, learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of a range of indicators which could suggest children are at risk of harm. They know who to report any concerns to and they are vigilant monitoring children to make sure they are safe. Staff recently developed their knowledge of local safeguarding issues. They have a good understanding of signs which could indicate children are being groomed into illegal activity. Staff monitor children's attendance closely and keep a variety of detailed records for health and safety purposes. Children learn to keep themselves safe throughout their activities in the setting and local woodland.

What does the setting need to do to improve?

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

- review the organisation of mealtimes so children do not have to wait for long periods before starting to eat
- develop programmes for physical and sensory play further to support all children's learning needs.

Setting details

Unique reference number	EY314825
Local authority	Bracknell Forest
Inspection number	10263575
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	26
Number of children on roll	20
Name of registered person	Alison Gale & Melissa Wherlock Partnership
Registered person unique reference number	RP908957
Telephone number	07780552177
Date of previous inspection	5 May 2017

Information about this early years setting

Busy Bees Montessori School registered in 2005. It operates from the Warfield area of Bracknell in Berkshire. The pre-school opens Monday to Friday, from 9am to 2.30pm, during term time only. It employs three members of staff. Of these, two have recognised Montessori diplomas at level 4 and the third staff member is qualified at level 3. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Charlotte Foster

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 pre-school.
- 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.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents and grandparents shared their views on the setting with the inspector.
- The inspector assessed staff's understanding of how to keep children safe.

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 2023