

Inspection of Busy Bees Preschool

St Johns Church Hall, St Johns Road, Bashley, New Milton, Hampshire BH25 5SB

Inspection date: 10 January 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

There are weaknesses in the arrangements to check the suitability of staff, meaning that children's safety and well-being are not adequately prioritised. In addition, the manager has failed to notify Ofsted of significant events. However, Ofsted is now aware and will not be taking action on this occasion.

The environment is disorganised, which does not create a suitable learning space for children. The lack of an effective daily routine impacts on children's well-being and ability to manage their feelings and emotions. Children spend a lot of time waiting for staff to make decisions about the organisation of the day, during which no learning takes place.

Overall, there are inconsistencies in the quality of teaching, particularly for the four-year-olds who will be moving on to school. However, children visibly enjoy interacting with staff. They independently engage in activities within the environment and, at times, benefit from effective support from staff. For example, when children explore the doctor's box, staff introduce new vocabulary and model how to use resources. Speech and language is a focus across the setting and staff use sign language to support children's communication skills. Children generally behave well, and staff praise them for positive behaviour.

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

- There are weaknesses in the leadership and management of the setting. The manager does not have secure recruitment arrangements in place. She is not robust in checking the suitability of staff. Essential records and information are not maintained. This does not adequately ensure children's safety and well-being. In addition, there are inconsistencies in the quality of education.
- The manager and staff team do not devise or implement a suitably challenging curriculum for children. Staff focus on promoting children's communication and language skills. However, they do not pay enough attention to other areas of learning and development, such as understanding the world or expressive arts and design. At times, staff identify next steps in children's learning, but these are not targeted well enough to move children's learning on in all areas. This means that children are not consistently making good progress.
- Staff provide nutritious snacks and generally direct children to eat the healthiest items from their lunch boxes first. However, they do not help children to understand which foods contribute to a healthy, balanced diet. This does not support children to learn to make positive choices in relation to food.
- Children with special educational needs and/or disabilities are supported to engage in activities within the setting. Appropriate arrangements are in place to work with external professionals to obtain additional support when needed.

- Despite the lack of routine, staff are successful in encouraging children to be independent. For example, children pour their own drinks at snack time, and are encouraged to dress independently ready to play outside. They are polite to others, and staff praise them for good behaviour. Staff support children to resolve conflicts with others, and encourage them to take turns.
- The outdoor environment provides some opportunities for learning, and staff have effective risk assessments in place. Children enjoy regular opportunities to use resources that encourage them to develop their physical skills.
- Parents are happy with the pre-school and the progress their child is making, in particular their communication and language. Parents feel supported by staff and are pleased with how the setting communicates with them about their child.

Safeguarding

The arrangements for safeguarding are not effective.

Despite the weakness in the suitability and vetting of staff, in other respects, safety arrangements are appropriate. Staff know how to identify signs that may suggest a child is at risk of abuse. They know the procedures to follow to report concerns about children or about the conduct of other staff. The manager is aware of safeguarding issues within the wider community, and all staff have up-to-date safeguarding training. Staff have a secure understanding of the policy around online safety and photographing children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement appropriate arrangements to check the suitability of staff at the point of recruitment and on an ongoing basis, including obtaining the required Disclosure and Barring Service checks	06/02/2023
devise and implement a programme of activities that reflects children's individual needs and helps them to make good progress in all areas of learning	06/02/2023
improve the organisation of routines to help children to manage their feelings	06/02/2023

extend the support for children to understand how to make healthy choices in relation to food.	06/02/2023
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Setting details

Unique reference number	EY438222
Local authority	Hampshire
Inspection number	10263994
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	22
Number of children on roll	12
Name of registered person	Brayer, Sharon
Registered person unique reference number	RP910621
Telephone number	07715353635
Date of previous inspection	18 May 2017

Information about this early years setting

Busy Bees Preschool registered in 2011. It is situated in Bashley, New Milton, Hampshire. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. It opens on weekdays during term time only. Sessions are from 8.30am until 3pm on Monday, Tuesday, Wednesday and Thursday, and from 8.30am until 1pm on Friday. The pre-school employs three staff, all of whom hold early years qualifications at level 3.

Information about this inspection

Inspector

Sophie Spelman

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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 talked to staff at appropriate times during the inspection.

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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