

# Inspection of Busy Bees Pre-school Playgroup

Grange Lane, Littleport, Ely, Cambridgeshire CB6 1HW

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Inspection date: 28 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 enthusiastically enter the setting. They are warmly greeted by the manager and separate confidently from their parents. Children are encouraged to independently remove and hang their own belongings. They make their own choices about what they would like to play with, choosing from a variety of resources. Children make progress, as they take part in experiences they enjoy. Younger children enjoy baking biscuits and mark making on the floor, mixing coloured paint. Older children have fun listening to stories and singing with staff. They continue their learning outside as they role play parts of the story, squealing with delight as they are chased by an imaginary gingerbread man. Children enjoy being physically active and benefit from opportunities to be outside throughout the day. They enjoy time outside, using the range of large equipment.

Children are focused and engaged when they play. They demonstrate perseverance and critical-thinking skills as they use giant foam blocks to create three-dimensional shapes with staff and then rearrange the blocks to create new shapes. Children develop resilience as they work with adults to keep trying different configurations to create the shape they want. They enjoy spending time with staff, who have established warm, supportive relationships with them.

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

- The manager and committee aim to provide support to children, their families and staff. For example, they provide financial support to allow children to travel to the setting. As a result, staff retention is high, and parents feel well supported by leaders.
- Partnership working is effective. Links with parents and other settings, such as local primary schools, are in place. Parents receive updates about their child's time at the setting.
- Staff support children who speak English as an additional language and children with special educational needs and/or disabilities effectively. They work closely with parents and other professionals to ensure the relevant support is in place.
- Clear expectations and boundaries ensure that children become increasingly independent. For example, children independently hang their belongings, wash their hands, and go to the toilet. Children demonstrate good behaviour. However, on occasion, activities last too long, and children become distracted. This results in some children losing focus and disengaging from the activity.
- Staff support children's communication and language development well. They ask open-ended questions to invite children to engage in meaningful conversations. Staff read stories, and children enjoy joining in with nursery rhymes, offering suggestions about animals that live on 'Old MacDonald's' farm.
- Staff plan activities based around children's interests, to support their next steps

in learning. However, sometimes, staff are not fully aware of the curriculum intention for some activities. This means that, at times, staff are unclear about the skills and knowledge they want children to gain to further support their good progress.

- Children learn how to be healthy. Staff focus on healthy eating, cooking and baking, planting and growing produce, movement and having time outside in the fresh air. Children enjoy opportunities to buy fresh, local ingredients and enjoy cooking and baking healthy recipes regularly. Information about healthy choices is shared with parents. These opportunities reinforce the importance of good health to children.
- Children have opportunities to learn about life in modern Britain. The setting marks traditional festivals such as Ramadan and Easter. Staff talk about the upcoming coronation of King Charles III, and children prepare by decorating crowns and talk excitedly about a tea party they have planned.
- The manager has placed a focus on developing children's language skills and the curriculum for mathematics based on feedback from moderation meetings with local providers. However, at times, the mathematical knowledge of some staff is not secure, which does not support children to make the very best progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager demonstrates an excellent understanding of safeguarding matters. The manager and staff are aware of signs that may indicate a child is at risk of harm. Staff know how and when to report their concerns. The staff and committee members complete training to keep their safeguarding knowledge up to date. There is a robust arrival procedure. Senior members of staff supervise the doors and check the identification of visitors. The manager checks the ongoing suitability of staff working with children.

## **What does the setting need to do to improve?**

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

- make sure that staff are confident in the teaching of the curriculum for mathematics, ensuring best progress for all children
- support all staff to have a clear understanding of the curriculum intent so that their teaching is consistently focused on what they want children to learn
- consider the length of time that children are expected to sit and listen during adult-led activities, to help them remain engaged and focused.

## Setting details

<b>Unique reference number</b>	221727
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10279743
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Busy Bees Playgroup (Littleport) Committee
<b>Registered person unique reference number</b>	RP518997
<b>Telephone number</b>	01353 968606
<b>Date of previous inspection</b>	26 September 2017

## Information about this early years setting

Busy Bees Pre-school Playgroup registered in 1992 and operates from a purpose-built building in the grounds of the primary school. Opening times are Monday to Friday, from 8.50am to 2.50pm, during school term times. The pre-school provides funded early education for two-, three- and four-year-old children. There are seven staff employed, including the manager. Of these, six hold a qualification at level 3, and one is working towards a level 3 qualification.

## Information about this inspection

### Inspector

Bernadette Duckett

## 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.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents 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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