

# Inspection of Busy Bees Preschool Tarring

The Old Palace, Glebe Road, Worthing, West Sussex BN14 7PF

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Inspection date: 30 June 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 arrive eagerly at the pre-school. They settle quickly and staff help them to seek out friends to play with. Staff have created a stimulating learning environment for children. They have high expectations for children's learning. They ensure that all children make progress, including children who speak English as an additional language and children with special educational needs and/or disabilities (SEND). For example, staff plan a structured and targeted approach for children who need extra support in some areas of development, such as a speech delay or gaining social skills.

Children respond very well to the encouragement that staff provide during activities. This supports children to keep on trying and be proud of their achievements. For instance, staff suggest that children experiment and mix potions by adding water to flower petals. They use pipettes to transport and squeeze water into jars. They squeal with delight, 'Wow! I have filled it to the top. Look at my volcano explosion. I'm going to do that again!' and show a clear sense of accomplishment.

Children behave well. They are polite and friendly. For example, children are curious and kind towards the inspector. They are eager to find out more about this visitor to the pre-school. Children introduce themselves and ask the inspector's name and also invite her to join in with them making potions. Staff are excellent role models. They remind children to be well mannered and kind to each other.

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

- Overall, staff plan educational activities based on children's existing knowledge. Children make good use of the range of books and delight in recalling stories and singing songs. This helps build children's literacy and language skills well. For example, during a group time, children confidently describe what happens next in the story of 'The Very Hungry Caterpillar'. Children detail how the caterpillar 'turns into a cocoon' and becomes 'a beautiful butterfly'.
- Staff support children to learn about healthy practices. For example, children are encouraged to wash their hands after visiting the toilet and before eating. They explain to the inspector that, 'Germs can be on your hands, so you must wash them off.' Children access the outside area to get plenty of fresh air and develop their physical skills. They ride on bicycles and scooters and balance on beams. The pre-school provides a large range of healthy snacks that the children enjoy. Staff engage children in discussions about the importance of healthy eating and regular exercise. Children understand why and how they must care for their teeth.
- There are very good arrangements to help support children who are new to the

setting. Parents are encouraged to stay and be with their children if they become unsettled. They are invited into the setting to 'stay and play' and learn more about what their children are learning and how they interact with other children. Parents provide information about children's likes and dislikes and their existing knowledge. Staff use this knowledge to plan activities to support children's engagement.

- Transitions to school are very well managed. The owner and manager work closely with staff at local schools to ensure appropriate support is in place for children, including those with SEND. A very individualised approach supports children to settle quickly in the next stage of their education. However, there are some activities that are not properly explained for some children. For example, some children take part in an activity to predict how fast and how far toy vehicles will travel by adjusting a variety of ramps. Children are then asked to draw a picture of a ramp with no real explanation why they are being asked to do this. As a result, some children lose focus and wander off.
- Parents are very positive about the quality of care and education their children receive. They mention that their children benefit greatly from a caring and exciting learning environment. Parents comment that staff give helpful advice on how to tackle any tricky children's behaviour at home. They say that the inclusive approach of the pre-school has enabled children with SEND to make 'amazing progress'. Parents tell the inspector that the 'kind and thoughtful owner has made such a difference to their family'.
- Overall, staff support children to be independent in self-care and activities. For example, children put away their own belongings, tidy away toys and self-select their snack. However, there are some tasks that staff do for the children which children are capable of doing for themselves. For instance, staff pre-cut children's food and pour their drinks for them. Consequently, some aspects of children's independence skills are not supported as well as others.

## Safeguarding

The arrangements for safeguarding are effective.

Staff at the pre-school display a good awareness of the signs and symptoms that might indicate that children are at risk of harm. They are familiar with procedures for reporting issues about children's welfare, including concerns about extreme views and behaviours or the conduct of a colleague. The owner follows robust recruitment procedures to check that staff are suitable, and remain so, to work with children. Staff practise termly fire drill procedures with children to increase awareness of emergency procedures to keep everyone safe.

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

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

- strengthen the support for staff to understand how to precisely identify what they want children to learn when planning activities
- strengthen the arrangements to promote children's independence skills, to help prepare them for their next stage of learning.

## Setting details

<b>Unique reference number</b>	EY494177
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10295579
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	35
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Langton, Jane Claire
<b>Registered person unique reference number</b>	RP904430
<b>Telephone number</b>	07901950574
<b>Date of previous inspection</b>	13 December 2017

## Information about this early years setting

Busy Bees Preschool Tarring registered in 2015. The pre-school is open from 8am to 3pm Monday and Friday and from 8am to midday Tuesday, Wednesday and Thursday, during term time only. The pre-school employs nine staff, seven of whom hold appropriate early years qualifications ranging from level 3 to level 5. The setting receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Tina Lambert

## Inspection activities

- This was the first routine inspection the pre-school 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 provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector discussed how the manager organises their early years provision, including the aims and rationale for their curriculum.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views. The inspector spoke with the manager about the leadership and management of the setting.
- The inspector gathered the views of parents and the children.
- The inspector carried out a joint observation with the manager during snack time.

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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