

Inspection of Busy Bee Preschool

Unit 2, Marlborough Road, Southampton SO15 3ND

Inspection date: 14 December 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Practitioners successfully place a very strong focus on children's happiness. They have high expectations and children understand the rules and boundaries. Children behave extremely well. Each practitioner develops a thorough knowledge of the interests and personalities of each child in their key group. They enthusiastically support children's very unique care and learning needs. Practitioners create wonderful opportunities for children to develop their physical skills outdoors. For example, they create an environment for children to practise balancing on stilts or beams. Children make excellent use of the resources set out, building their own transport from the accessible crates and tyres.

Children take part in music sessions led by trained practitioners, gaining an understanding of rhythm as they excitedly banging their sticks to the beat. They flourish in a language-rich environment. Practitioners develop children's vocabulary as they learn the words in the new songs. Small, focussed language groups help individuals to develop their communication skills at an appropriate pace. As a result, all children including those with special educational needs and/or disabilities (SEND), make exceptional progress from their starting points.

The experienced practitioners show genuine interest in the children and expertly extend their learning. They use skilled interventions, including relevant questioning, at every opportunity. Practitioners encourage children to think and develop their curiosity. For example, while making play dough, they ask children to think about which ingredient is missing. Children reflect on their prior learning as they discuss why the recipe will not work without water.

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

- The inspirational leadership team continuously strives to make improvements to the pre-school. Leaders evaluate their practise and the environment at every opportunity. They incorporate ideas and feedback from parents and practitioners into the changes they make. For example, extra outdoor space is now available due to partnership working with the landlord. The office facilities have moved to create more areas for learning. In addition, requests for a permanent area for block play were well-received by the leadership team. This was created and children now proudly display their models in the newly made space. The leadership team uses funding very effectively to support children's individual needs. Recent purchases include resources to enhance the outdoor area.
- The experienced SEND team attend regular training to update their skills and knowledge. They share this information with the team. This helps to ensure all practitioners are as skilled as possible to meet the needs of the children. Practitioners identify children with SEND swiftly. Additional help is sought

promptly to enable children to make the best progress from their first day at the pre-school.

- Professional development is another key to the success of the pre-school. All practitioners, from the leadership team down, embark on continuous training to develop their skills, qualifications and knowledge. Determined practitioners are keen to meet the children's needs. They take time to research children's languages and abilities. As a result, practitioners ensure they provide the best possible opportunities for the children who attend. The leadership team works hard to ensure transitions for children are seamless. This is from when they start at the pre-school, to moving into the next age group, and onto school. This helps to ensure their ongoing well-being and sense of security.
- Partnership with parents is excellent and families receive the support they need. The skilled leadership team provides information and ideas to support learning at home, including half-term activity challenges. These encourage parents to do things together with their children. The most recent idea is a reading challenge for the holidays. In addition, the popular book lending library is well used. Staff take parents and children's comments and include them in the children's learning journeys. This provides a record of the stories they enjoyed at pre-school.
- Practitioners support children's personal development incredibly well. This includes constant access to fresh air and exercise. Children understand the need to wash their hands after using the toilet and before meals. Practitioners ensure oral health is integral to the daily routine. They encourage parents to supply healthy lunchboxes. Children staying for lunch brush their teeth for two minutes afterwards. Practitioners send toothbrushes and toothpaste home for those children who do not attend all day. This helps children to develop an understanding of healthy lifestyles.
- The sequenced curriculum builds on what children already know and can do. As a result, children make excellent progress in their development. In addition, children demonstrate positive attitudes to learning. For example, they persevere as they balance on blocks and climb back on when they wobble off.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads and practitioners all fully understand their roles regarding keeping children safe in the pre-school. They are aware of the processes to follow if they have concerns about children in their care, or the adults working with children. All leaders and practitioners attend regular training to ensure their knowledge remains current. In addition, the safeguarding leads update practitioners with new information from the local authority drop-in meetings they attend. Robust recruitment procedures help to ensure all adults working with the children are suitable. Supervision and checks help to assure practitioners' ongoing suitability.

Setting details

Unique reference number	2633742
Local authority	Southampton
Inspection number	10305517
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 5
Total number of places	120
Number of children on roll	98
Name of registered person	Yeates, Tina
Registered person unique reference number	2633740
Telephone number	07947117438
Date of previous inspection	Not applicable

Information about this early years setting

Busy Bee Preschool registered under new ownership in 2021. It operates from two buildings on the same grounds in the Shirley area of Southampton. The nursery is open Monday to Friday, term time only, from 8.30am to 3pm. The setting receives funding to provide free early education to two-, three- and four-year-old children. The owner/manager holds a Level 6 qualification. Eleven other staff hold qualifications at Level 3 and above.

Information about this inspection

Inspector

Lindsay Osman

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to practitioners at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observations of group activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of practitioners.
- The inspector observed the interactions between practitioners 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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