

Inspection of Busy Bee Pre-school

20 Bailey Close, Chingford, London E4 9HG

Inspection date: 19 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 demonstrate through their interactions with staff that they feel happy and safe. They actively seek staff out to join in their play and confidently show visitors what they are doing. Relationships between staff and children are respectful. Children behave very well and learn rules that teach them about respect and acceptable behaviour, such as 'good listening'. Staff are extremely conscious of children's safety. As children climb the large hexagonal climbing frame, staff are vigilant to allow them the experience to move in different ways while also keeping themselves safe.

Staff plan highly inclusive activities that support all children, including children with special educational needs and/or disabilities (SEND), to make good progress. For instance, staff support children who are less mobile to be able to access all areas of learning. They adjust table heights and spend one-to-one time with children who may need further support to help build strong bonds. This means all children can be independent and stay engaged in play.

Children enjoy exploring the different areas of the pre-school and independently accessing activities. For example, children access the reading cosy corner and select their favourite books, which staff read to them. Children who enjoy music take part in dancing activities. They develop their gross motor skills and build relationships as they happily dance with their friends. Children thoroughly enjoy their time at the pre-school.

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

- The manager and staff provide a well-designed curriculum based on children's individual needs and interests. They monitor their curriculum closely to ensure they fill any gaps in children's experiences. This helps children make progress in all areas of learning. For example, children who do not have access to outdoor areas at home are provided with experiences of playing in the mud kitchen, jumping through tyres and planting in the garden. Children learn how plants and vegetables grow, and they gain fresh air and regular exercise.
- Children explore textures and colours during sensory play. For example, children explore an ice block from outside and try and break it with spoons and play hammers. Staff ask questions to help them think about how the ice will melt. Children quickly ask for warm water. They work out that the ice 'crackles' when warm water is added. They know that ice melts when they hold it in their hands because their hands are warm and the ice is cold.
- Staff have a positive influence on children by role modelling the expectations that they have for children's behaviour. Children have nurturing relationships with staff. They show kindness to one another during their play. They

consistently share their toys and use 'please' and 'thank you' with the staff and their friends.

- The daily routines support children to develop high levels of independence. For instance, children wash their hands before eating a healthy snack, serve themselves food and pour water and milk. Children stop play and excitedly tidy up when they hear their tidy-up song.
- Overall, children's communication is supported very well. Staff working with children who require more support have small-group 'bucket time', where they introduce new vocabulary and continually talk to children about what they are doing. Staff have purposeful discussions and ask open-ended questions to help children think critically. However, occasionally, quieter children are not fully included in these conversations.
- Children with SEND and children who receive additional funding are well supported. The manager and staff work closely with parents and other professionals to put individual plans in place. This helps them to meet the children's needs and to progress their learning and development.
- Parents are very complimentary about the pre-school. They comment on the good levels of progress that children make. Parents report that their children are happy and well supported with their care and emotional needs. For instance, staff recognise that the use of dummies can hinder children's speech. They share this information with parents and work with them to keep the use of dummies to a minimum. Parents state that they value the support and reassurance that they receive from staff. They comment that, 'Staff go above and beyond to build up relationships with all the parents.'

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to review children's learning opportunities to enable the quieter children to fully participate.

Setting details

Unique reference number	146918
Local authority	London Borough of Waltham Forest
Inspection number	10312260
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	50
Number of children on roll	50
Name of registered person	Busy Bees Pre-School Committee
Registered person unique reference number	RP517644
Telephone number	020 8559 4473
Date of previous inspection	25 April 2018

Information about this early years setting

Busy Bees Pre-school registered in 1993. It is situated in Chingford, in the London Borough of Waltham Forest. The pre-school is open from 8.45am to 3.15pm each weekday during term time. It provides funded early education for children aged two, three and four years. The pre-school employs 13 members of staff, including the manager. Of these, one member of staff holds an early years qualification at level 6, two staff hold early years qualifications at level 5, six staff hold early years qualifications at level 3 and one member of staff holds an early years qualification at level 2.

Information about this inspection

Inspector

Anahita Aderianwalla

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 deputy manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and deputy manager had a long discussion with the inspector and showed the inspector documentation to demonstrate the suitability of staff.

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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