

Inspection of Busy Bees Pre-School

St. Annes Community Centre, Warrys Close, Hythe, Southampton, Hampshire SO45 3QR

Inspection date: 12 November 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders do not fulfil the requirement to notify Ofsted about key changes in the leadership of the setting. In addition, there are some inconsistencies in the quality of education. However, children arrive happy, excited to begin their day. Staff are welcoming and friendly. They begin discussions with children about their favourite toys. Children show that they feel safe and comfortable. They build good relationships with staff and go to them for a cuddle.

Staff encourage children to play imaginatively. They initiate tea parties and join in with racing games in the garden. Staff introduce children to new words such as 'delicious' as they pretend to eat cake together. Children begin to learn about sharing. For example, staff encourage children to use sand timers when they would like to take turns with a toy. Through this, children begin to learn how to be respectful towards one another.

Children access a large outdoor play area. They run with confidence and skilfully avoid obstacles. Staff thoughtfully prepare activities that encourage children to experiment and take risks. Staff consider children's abilities and often provide activities that build on what they already know and can do. This promotes children's developing physical skills.

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

- Leaders have not kept Ofsted informed about significant changes in committee members and the management of the setting. This means that necessary suitability checks have not been completed. However, committee members do not have any unsupervised access to children. Therefore, to date, there has been no significant impact.
- Leaders have an understanding of how children learn. They develop a curriculum that follows children's interests. However, the curriculum intent in some areas of learning is less clear. This includes mathematics. Leaders do not consistently consider how to implement ambitious learning opportunities in these areas. As a result, staff are less confident to develop meaningful activities that extend children's learning.
- Interactions are generally of good quality. Staff are interested in children's play and enjoy becoming involved in games. They increase children's language skills by engaging frequently in conversations. Furthermore, staff have a good understanding of children's stage of development. They know what children are working towards and share this with all staff. Through this, children's progress is often supported well.
- There are effective arrangements to support children's independence. For example, they serve their own fruit and pour their own drinks at snack time.

Staff encourage children's confidence. They offer support as children learn to carry out hygiene routines by themselves. This promotes children's personal development in preparation for school.

- Staff read to children with enthusiasm. Children become engaged and listen attentively for short periods of time. They talk together with staff about the books they have read at home. This begins to increase children's love of reading. Furthermore, staff encourage children to choose simple rhymes to sing as a group. Children show enjoyment and begin to build early literacy skills.
- Staff explain that they receive some guidance to support the development of their teaching skills. However, this can be inconsistent. Staff do complete complete mandatory safeguarding training. This means that staff have a good understanding of how to keep children safe.
- Where children receive additional funding, leaders do not develop effective plans to ensure that the funding is targeted to enrich individual children's learning. This means that children do not consistently benefit from the accurate use of funding entitlement. This does not consistently support the best outcomes for all groups of children.
- Parents are happy with the personal communication they receive from staff. They know who their child's key person is and feel confident about who to speak to if they have any concerns. Staff provide parents with information daily. This informs them of any learning achievements that children have completed. Staff also provide information about activities to try at home. This supports a shared approach to children's learning.

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

	Due date
ensure that Ofsted are notified of changes to the management committee, so that suitability of new members can be checked and verified.	06/12/2024

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

- improve the intent of the curriculum so that it is ambitious across all areas of learning and commonly understood by staff
- monitor how additional funding is used to promote children's individual learning and development.

Setting details

Unique reference number	EY281439
Local authority	Hampshire
Inspection number	10359845
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	18
Number of children on roll	4
Name of registered person	Busy Bees Pre-School Committee
Registered person unique reference number	RP524086
Telephone number	02380842393
Date of previous inspection	4 December 2018

Information about this early years setting

Busy Bees Pre-School registered in 2004 and is run by a voluntary committee. It is in St Anne's Community Centre in Hythe, Southampton. It is open from 9.15am to 12.15pm, Monday to Friday, term-time only. The pre-school receives funding to provide early years education for two-, three- and four-year-old children. There are five members of childcare staff. They have qualifications between level 3 and level 6.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The inspector and the leaders completed a learning walk together and discussed the early years foundation stage curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector carried out joint observations of group activities with the leaders.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff and committee members.

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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