Inspection of Busy Bee Pre-School

219 Poulton Road, Fleetwood FY7 7BS

Inspection date:	6 December 2024

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Staff build good relationships with children who attend the pre-school. They find out about the things children like to do and incorporate these ideas into children's play. For instance, staff bring in dressing-up clothes related to characters that children know well. Staff support children who speak English as an additional language to settle into the pre-school by learning words in their home languages. Children are happy and demonstrate they feel secure in the pre-school. Staff encourage children to use their manners and to be kind to others. Children happily play alongside their friends and understand how their actions impact on others.

Staff mostly offer children meaningful learning experiences. For example, they encourage children to use marks to create pictures and stories about books they have read. Children are creative and inquisitive. Staff have high expectations of what children are capable of achieving in their learning and development. For example, they talk to children about different concepts, such as how the spine of a book holds the pages together and how some children use braille. Children demonstrate positive attitudes to their learning and are keen to engage in the experiences available to them.

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

- Staff support children with special educational needs and/or disabilities (SEND) well. They work closely with parents and other professionals to understand children's needs. The good partnership working means staff provide children with a consistent approach that meets their care and education needs.
- Staff have created a secure educational programme to develop children's personal, social and emotional skills. They provide a good range of experiences that help children to learn how to work together and take turns. For instance, staff sit with children helping them to complete a floor puzzle and encourage children to identify whose turn it is and help each other. Children know how to work together and are respectful of each other.
- Staff have established an effective curriculum to enhance children's physical skills. Children develop the strength in their hands as staff teach them how to use scissors. Outdoors, children practise balancing and using their larger physical skills. Children are able to control their bodies.
- Staff provide opportunities for children to learn about how people are different. For example, they read stories about children in wheelchairs and talk about being kind and respectful. However, staff do not consistently provide children with opportunities to learn about their own heritages and backgrounds. This does not support children fully in understanding their own self-identities.
- Staff create an environment that is rich in language for children. They give children lots of explanations. Staff talk to children about violins, birds nests,

octopuses and yachts, to extend their vocabularies. Children have good levels of understanding and are effective communicators.

- Staff undertake training to help them reflect on and improve their practice. They have participated in training related to behaviour management. Consequently, staff manage children's behaviour well, offering lots of praise and positive feedback. Children know what is expected from them, listen well and follow instructions.
- The implementation of the curriculum is not consistently embedded across the pre-school. Teaching for younger children is not as strong as it is for older children. For example, staff give children shapes and hammers to develop their hand-eye coordination. However, there are only a few pins so children cannot engage fully with the activity and are disappointed that the activity has to be put away. This means on some occasions, teaching does not deliver the intentions of what staff would like children to learn.
- Staff place a great importance on supporting children to become independent. They encourage children to serve themselves snacks throughout the morning and pour their own drinks. Staff support children to recognise their own name when they arrive at the setting. Children are competent at undertaking tasks for themselves.

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:

- increase opportunities to celebrate the backgrounds of children who attend to further enhance their self-identities
- enhance the consistency of teaching for younger children so that all children benefit from highly effective implementation of the curriculum.

Setting details

Unique reference number	EY472150
Local authority	Lancashire
Inspection number	10370091
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	63
Name of registered person	Busy Bee (Fleetwood) Limited
Registered person unique reference number	RP528178
Telephone number	07759700278
Date of previous inspection	8 July 2022

Information about this early years setting

Busy Bee Pre-School registered in 2013 and is located in Fleetwood. The pre-school employs seven members of childcare staff, who all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3pm. The pre-school provides government-funded childcare.

Information about this inspection

Inspector
Joanne Ryan

Inspection activities

- 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 pre-school and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff 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 on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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