

# Busy Bees Pre-School

Village Hall, Main Road, Bishop's Sutton, Alresford, Hampshire. SO24 0AA



## Inspection date

5 May 2016

Previous inspection date

19 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Significant improvements have been made since the last inspection. The pre-school manager, staff and members of the management committee have worked together extremely well to review procedures and make many positive changes.
- Teaching is consistently good. Staff provide a wealth of interesting and creative activities which engage children well and help them to become confident learners. Excellent use is made of the outside area and the pre-school's rural location to enrich children's learning.
- Parents and carers are very happy with the provision. They praise the staff highly and are fully informed about what their children are learning. One parent told the inspector, 'I would not change a thing.'
- Children are very happy and form close relationships with the staff. They behave extremely well and show very good attitudes towards learning. These skills mean they are well prepared for starting school.

### It is not yet outstanding because:

- Although staff reflect on their practice, they do not robustly measure their performance, or set precise and challenging targets, to help them become outstanding practitioners.
- Information about the progress different groups of children make is still very new. Therefore, staff are not yet able to demonstrate how rapidly gaps in some children's learning have closed from when they first started at the pre-school.

## What the setting needs to do to improve further

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

- make better use of self-evaluation to measure performance and set precise targets to consistently deliver practice of an outstanding level
- develop the use of assessment information to demonstrate how rapidly gaps in children's learning are closing.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development, both inside and outside.
- The inspector talked to staff at convenient times during the inspection about how they plan for children's learning and to assess their understanding of safeguarding arrangements.
- The inspector carried out a joint observation with the pre-school manager to evaluate how well the leadership team monitors staff practice.
- The inspector talked to parents and carers at the beginning and end of the session to gather their views on the pre-school.
- The inspector looked at a range of documentation, including staff training files, confirmation of staff suitability checks, the pre-school's development plans and records of children's learning.

### Inspector

Jo Caswell, Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

The pre-school manager leads a highly motivated small team of staff who work together well. Regular team meetings, supervision sessions and development opportunities mean staff reflect on their practice and network with other professionals. However, they recognise they can do this even more effectively by enhancing the arrangements for self-evaluation. Partnerships with parents, carers and other professionals are good. Close links with the local infant school mean children get to know the Reception teacher very well and are fully prepared for starting school. Safeguarding is effective. Staff fully understand what to do if they have any concerns about a child.

### Quality of teaching, learning and assessment is good

Staff observe children carefully and know how each child prefers to learn. They gently interact with children during their play, asking them questions and introducing new vocabulary to extend their learning. Staff are particularly skilled in using children's own ideas to develop their mathematical skills. For example, during water play, the youngest children practised counting and sorting the plastic fish by different attributes, such as colour, size and pattern. Robust systems are now in place to monitor children's progress. Information from this is being used well to target any specific learning needs. For example, staff noted that some children needed extra support with their speaking and listening skills, so small group work is now organised on a daily basis to focus on children's language development. As a result, significant improvements have been seen with children's communication skills. Funding is used particularly well to provide relevant staff training and to purchase resources which support children's learning well.

### Personal development, behaviour and welfare are good

The relaxed and happy atmosphere provided by the staff means that children feel very settled and secure. They approach staff confidently for comfort and seek them out when they need extra attention. Staff promote children's health and physical well-being extremely well. Learning takes place outside in all weathers and children benefit from many fun activities exploring nature in the adjoining fields and farmland. They quickly become independent and learn to be aware of possible dangers. For example, during cooking activities, staff teach children how to handle knives safely. When playing outside, children fully understand the rule of only climbing onto the bottom level of the fence when they excitedly want to see the steam train go by.

### Outcomes for children are good

Children are highly motivated to learn. They enjoy interacting with the staff and often ask questions to find out how things work. Children play very well together. They concentrate during activities and now listen well, following instructions clearly. These skills support them well in their learning. All children make good progress, and some make especially good progress from their starting points with the extra support they receive from staff.

## Setting details

<b>Unique reference number</b>	511327
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1037520
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Busy Bees Pre-School (Bishops Sutton) Committee
<b>Date of previous inspection</b>	19 May 2015
<b>Telephone number</b>	01962 809918

Busy Bees Pre-School was registered in 1992 and operates from the village hall in Bishop's Sutton, Hampshire. The pre-school is managed by a committee of parents. It is open during term time on Mondays, Wednesdays and Fridays from 9.15am to 12 noon, on Tuesdays from 9.15am to 1.30pm, and on Thursdays from 9.15am to 1pm. There are four members of staff and a regular volunteer who work with the children. All staff hold appropriate early years qualifications; three at level 3 and one at level 6. The pre-school accepts early years funding for children aged two, three and four years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

