

# Busy Bees Pre-School

C/O Pannal CP School, Pannal Green, Pannal, North Yorkshire, HG3 1LH



<b>Inspection date</b>	2 February 2015
Previous inspection date	28 April 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children receive excellent levels of support to help them understand and manage their own feelings. They are self-assured and confident in social situations and they demonstrate very positive relationships with adults and each other.
- Staff are deployed well and encourage children to be active participants in their learning. Consequently, children make good progress, show high levels of concentration and a very good attitude towards learning new skills.
- Staff have effective partnerships with parents and other professionals, which makes a significant contribution to children's individual care, learning and development.
- Leadership and management are good. The management work with staff, parents and children to effectively identify strengths and key areas for development.
- The committee and staff fully understand their responsibilities to protect children. They provide a safe and secure environment and know to whom they should refer any concerns about a child's welfare. As a result, children are kept free from harm.

### It is not yet outstanding because:

- Opportunities to further develop children's already good literacy skills are occasionally missed.

## What the setting needs to do to improve further

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

- enhance children's already good literacy skills by taking every opportunity to support children to develop their writing skills, for example, by encouraging them to write their name on their artwork.

### Inspection activities

- The inspector toured the premises and observed the quality of teaching in the playroom and the outdoor area.
- The inspector met with the manager and nominated person and spoke with staff and children at appropriate times during the inspection
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and discussed the pre-school's self evaluation and improvement plan.

### Inspector

Estella Champion

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Teaching is consistently good and occasionally outstanding. Consequently, all children make good progress. The good deployment of staff ensures that they are available to listen with interest to children's stories. They ask open-ended questions and allow children plenty of time to think and formulate their answers. This means children fully engage in learning and hold long conversations. They develop good communication skills in the process. When children have completed their artwork they are not always encouraged to write their names onto it. Therefore, some opportunities are missed to further develop children's already good literacy skills. Each child's individual next steps for learning are known and understood by the staff. This helps to inform the planning of learning activities.

### **The contribution of the early years provision to the well-being of children is outstanding**

Staff are extremely good role models and play alongside children, helping children understand how to share and take turns. This helps children to form strong attachments with peers and to quickly understand what behaviour is acceptable. Co-operation between the children is extremely well developed. For instance, children offer help to each other and work together to operate the water container near the mud kitchen. Staff support children well in order to develop their self-control and self-regulation. For instance, children start to tidy away an area without prompting. They recognise they have got toys out that they are no longer playing with. This means that children are gaining the independence and social skills necessary for their transition to school. Snack and lunchtime are extremely well organised and the skilled staff allow even the youngest children to develop an excellent understanding of how to manage their health and hygiene needs.

### **The effectiveness of the leadership and management of the early years provision is good**

The committee and staff have a clear understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. The manager has developed effective systems to track children's progress ensuring that potential learning needs are recognised and met quickly. The manager sources training courses to support staff to continuously develop their knowledge and practice. As a result, the staff team are passionate about creating the best start in life for all children. Staff work closely with the local school and other local providers. For example, they invite the school's Reception teachers into the pre-school to ensure children's move to school is as smooth as possible. This supports children's continued well-being. Management improvement plans are devised to highlight how developments are to be made. For example, by securing staff training about children's learning outdoors, they extend children's learning opportunities in the woodland area on site. This continual identifying of targets for improvement supports the future success of this already good pre-school.

## Setting details

<b>Unique reference number</b>	400303
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	872179
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Busy Bees Playgroup Committee
<b>Date of previous inspection</b>	28 April 2009
<b>Telephone number</b>	07814 132952

Busy Bees Pre-school was registered in 1993. It is located on the site of Pannal Primary School. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one staff member holds Qualified Teacher Status. The pre-school opens, from Monday to Friday, during term time and during some school holidays. Sessions are, from 8.45am until 3pm on Monday, Tuesday and Friday, from 8.45am until 12.45pm on Wednesday and from 8.45am until 11.45am on Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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