

# Busy Bees Pre-School

Pannal Green, Pannal, Harrogate, North Yorkshire, HG3 1LH



## Inspection date

16 May 2017

Previous inspection date

2 February 2015

<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
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

- The committee and pre-school manager continuously strive to achieve high-quality provision. Overall, they undertake ongoing evaluation effectively, taking account of the views of parents to help make improvements.
- Staff observe children and identify what they need to learn next. They plan a broad range of interesting learning opportunities linked with children's interests, in order to help them make good progress.
- Children form strong relationships with staff. They settle quickly and demonstrate that they are happy, feel safe and are emotionally secure.
- Partnerships with the host school and other professionals are strong and provide continuity in children's learning and development.
- Staff promote positive behaviour and this helps children to understand boundaries and expectations. Children listen and follow instructions, take turns and play cooperatively alongside their peers.

### It is not yet outstanding because:

- Staff do not fully benefit from highly effective methods of supervision and performance management, in order to raise children's achievements to the next level.
- The management team does not fully compare and analyse information from tracking the progress made by different groups of children to reduce any differences in their achievement.

## What the setting needs to do to improve further

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

- build on the supervision and performance management arrangements to support staff to improve the quality of teaching and learning in the pre-school even further
- use information from comparing the progress made by different groups of children to ensure that all groups receive the support they need to achieve at the highest possible levels.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector meetings with the pre-school manager and deputy chair of the management committee. She looked at children's records, planning documentation and the pre-school's policies and procedures, including those related to the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are confident in their knowledge of identifying if children are being drawn into situations that put them at significant risk. They know where to report any concerns they may have regarding children's safety and the procedures to follow if they have concerns about a child. The committee and staff understand their roles and responsibilities. Staff use robust risk assessments and daily checklists to help to ensure that all risks are minimised. Recruitment and vetting procedures are clear and thorough. There is a consistent exchange of information between staff and parents. This includes details about their child's progress and the activities that their child has participated in. Parents express high levels of satisfaction with the quality of their children's care and learning.

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

The quality of teaching is good. The well-qualified staff provide a well-balanced mix of adult-led activities linked to children's next steps and opportunities for children to lead their own learning. Staff talk with children during their play. They describe what they are doing and introduce new words, such as sprinkle, when younger children investigate dry pasta. Staff teach children good early mathematical skills. For example, they increase their awareness of numbers during daily activities. Children's early literacy skills are promoted well. They recognise their names and are developing an understanding that words have meaning. During group time, children sing songs and expand their knowledge and understanding of the world. Children have many opportunities to develop their creative skills and imaginative play, such as using paint and exploring coloured cornflour.

### Personal development, behaviour and welfare are good

Staff work closely with parents to ensure settling-in procedures for children are effective. Staff are responsive to children and accommodate their individual needs well. Free-flow outdoor play is incorporated into the daily routine so all children spend time enjoying the fresh air. Children are encouraged to make healthy choices at snack time and can do things for themselves. For example, they pour their own drinks and select their snack from the picture menu. Older children show determination as they attempt to put on their own boots and coats. This helps children to develop their independence and become competent in managing their own personal needs.

### Outcomes for children are good

All children, including those in receipt of early education funding, make good progress in their learning. Children are very sociable and demonstrate an excellent 'can do' attitude. Older children eagerly and confidently talk about size and shape. They confidently join in with rhymes and listen and watch with interest at circle time. Children write for different purposes and show good perseverance skills while completing puzzles. Children gain a range of good skills to support their move on to the next stage in their learning.

## Setting details

<b>Unique reference number</b>	400303
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1090975
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Busy Bees Pre-School (Harrogate) Committee
<b>Registered person unique reference number</b>	RP523228
<b>Date of previous inspection</b>	2 February 2015
<b>Telephone number</b>	01423870351

Busy Bees Pre-School registered in 1993. It is located on the site of Pannal Primary School. The pre-school employs six members of childcare staff. Of these, four 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. Sessions are from 8.45am until 3pm on Monday, Tuesday, Thursday and Friday and from 8.45am until 12.45pm on Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children.

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