

Inspection of Busy Bees Preschool

Busy Bees Early Years & Nature Centre, Community Building, Spring Lane,
Leasingham, Sleaford NG34 8JZ

Inspection date: 7 March 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children's behaviour is exceptional. They engage in activities for an extended length of time, sharing their experiences and knowledge with peers. Children take part in mindfulness sessions, which focus on breathing techniques. Staff teach children fun ways to control their breathing by blowing bubbles and smelling flowers. Children use these techniques when they feel overwhelmed during the day.

Children demonstrate excellent conversational skills. When building an obstacle course, they talk to each other and share ideas. Children ask their peers to help them by carrying the other end when trying to move long objects. They work together and children's language skills develop rapidly. Children have consistently high levels of respect for each other and the natural world around them. When walking to forest school, the children stop to admire the daffodils growing in the grass. They carefully pull their trolleys around the flowers. They demonstrate care for living creatures and carefully pick up worms from the path and place them in the grass. Children continuously show respect for both staff and peers. They listen carefully to ideas and respond, demonstrating high levels of confidence in a range of social situations.

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

- Leaders have developed a curriculum that is ambitious for all children. It focuses highly on building children's resilience, confidence and emotional awareness. Staff confidently deliver the curriculum through inspirational teaching. Children learn to understand their emotions and demonstrate, through excellent behaviours, the positive impact this has.
- Children are provided with wonderful experiences where staff build on their 'awe and wonder of the world'. When they see a worm curl up into the shape of the letter 'e', staff use this opportunity to extend children's knowledge of letters and sounds. Staff encourage children to think for themselves and to find out more. For example, they encourage children to explore with paint when they do not recognise a colour. Children experiment and observe the changes, developing their understanding and learning.
- There is a robust key person system in place. Staff know the children very well and can talk about their needs, interests and development in detail. They plan meaningful activities for children that extend their learning and practise skills that have been previously learned. Children recall past experiences. When they find a worm, they talk about the different parts and name them using the words 'segments' and 'saddle'.
- Staff have high expectations for children's behaviour. They teach children about different emotions and provide them with the necessary tools to help children

self-regulate. When children become upset, staff talk to them about how they are feeling. They give children comfort and reassurance. Children choose to use a range of resources, such as a spinning platform or swing, to calm themselves and regulate their own emotions. When children are feeling ready, they continue with their play. Children are taught about the impact different behaviours have on others.

- Staff provide outstanding care and support to children with special educational needs and/or disabilities (SEND). They offer support and guidance for parents through the referral process, and ensure that children receive one-to-one support when needed. Children make exceptional progress. Staff work alongside other professionals to put in place meaningful targets and monitor children's progress closely. Therefore, children with SEND achieve the best possible outcomes.
- The manager is extremely passionate about the setting and thrives to provide the best care for children and families. Staff work closely with parents to develop relationships, trust and support. The manager regularly invites parents to online information events, where staff give information to them about different topics. Many parents attended an event about school transitions. They say that it has helped them to understand what their children need to learn and how they can support this at home, to help to prepare children for starting school.
- The manager engages extremely well with staff and provides them with exceptional support. Staff receive regular supervisions to enhance their practice, and the training they receive reflects this. Staff report on the high level of support and guidance in place, giving them confidence in their abilities. The manager has signed up to a 'staff support scheme', where staff can receive counselling sessions along with other support forums.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent knowledge of safeguarding children. They discuss with confidence the procedures they follow to keep children safe from the risk of harm. The manager provides ongoing training through staff meetings to ensure all staff keep their knowledge up to date. Staff have a good understanding of wider safeguarding issues. For example, they know the signs and procedures to follow to protect children from radicalisation and extremist views. All staff are aware of their safeguarding responsibilities and are confident to contact the local authorities designated officer if they have concerns about another member of staff.

Setting details

Unique reference number	2618502
Local authority	Lincolnshire
Inspection number	10280847
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	24
Name of registered person	Dearing, Hayley
Registered person unique reference number	2618501
Telephone number	07701045281
Date of previous inspection	Not applicable

Information about this early years setting

Busy Bees Pre-school registered in 2021. The pre-school employs six members of childcare staff, five of whom hold a relevant qualification at level 2 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am to 3pm.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the staff and children.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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