

Inspection of Busy Bees Pre-School

St. Annes Community Centre, Warrys Close, Hythe, Southampton, Hampshire SO45 3QR

Inspection date:

22 September 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The staff are warm and welcoming as they greet children and parents individually when they arrive at the pre-school. They ask parents for any important information that might support their child to settle well in the setting. For example, staff enquire if children have slept well or had any issues before they arrive. Parents appreciate that staff are interested in the lives of their children beyond the pre-school.

Children are happy and keen to explore from a range of offered activities. However, the delivery of the curriculum can be variable. Staff do not consistently have the understanding to implement an age-appropriate, individualised curriculum. Consequently, the learning needs of all children, including those with special educational needs and/or disabilities (SEND), are not consistently met. This impacts on children's attitudes to learning and, on occasion, negatively affects behaviour. Despite this, children demonstrate that they are happy at the pre-school. They approach staff for cuddles and invite them into their play.

Staff are patient and thoughtful. They encourage children to offer their opinions through discussions and in play. During back-and-forth discussions, staff provide children with plenty of time to respond with their own ideas. This helps children to develop their language and communication skills.

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

- Leaders have worked hard to address the actions raised at the last inspection. However, there are still weaknesses in staff practice, which impacts on the quality of educational experiences that some children receive. Leaders do not provide the appropriate support that staff require to successfully deliver the curriculum. This means that children are not always given the opportunity to have their learning extended or make the progress that they are capable of.
- Staff are respectful of children at all times, especially during care routines. They are positive role models. However, there are times when staff give inconsistent messages about children's behaviour and do not teach children that there are consequences to their actions. Consequently, children who are identified as having issues regulating their emotions do not consistently receive the support that they need to develop a clear understanding of the boundaries.
- Staff take their key person responsibilities seriously. They work alongside families to offer support and guidance. For example, when children are being toilet trained. However, prompt action is not always taken to identify when some children need more support than the staff can offer. For example, staff have not received the necessary training so that they can provide support for children with SEND while they wait for external support to begin. Despite this, all children

have their care needs met and they enjoy the activities provided for them.

- Children have lots of opportunities to build on their physical skills. They manoeuvre their whole bodies as they safely explore bicycles and negotiate obstacles. Children build with large play bricks and build sand castles with their friends. Staff use times such as this to encourage children to play together and develop their mathematical language, such as 'large' and 'small', when comparing the size of the sand castles.
- Staff support children's understanding of healthy lifestyles effectively. They use routines, such as snack and mealtimes to talk about the benefits of eating fruits and vegetables. They regularly remind children to drink water throughout the day. Children are encouraged to run around in the fresh air with their friends and observe the effect that this has on their bodies.
- Children learn about others in their local community. Staff use the celebrations of other cultures to teach children a range beliefs that may be different from their own, such as Easter and Diwali. Children have access to a wide variety of books and resources that reflect the diverse world in which they live.
- Staff fully understand the importance of building important relationships with parents. They provide detailed daily feedback about children's progress and daily routines. Staff use observation and assessment to identify children's current interests, existing knowledge and what they need to be learning next. Parents appreciate this feedback and mention that the communication between home and pre-school is strong and effective.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
improve all staff's understanding of how to plan and implement an age-appropriate, ambitious curriculum that is tailored to the individual needs of all children	22/10/2025
support staff to consistently help children understand behavioural expectations and learn that there are consequences to their actions	22/10/2025

ensure that children with SEND are provided with timely support, so that they progress in their learning and development.	22/10/2025
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Setting details

Unique reference number	EY281439
Local authority	Hampshire
Inspection number	10376432
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	18
Number of children on roll	6
Name of registered person	Busy Bees Pre-School Committee
Registered person unique reference number	RP524086
Telephone number	02380842393
Date of previous inspection	12 November 2024

Information about this early years setting

Busy Bees Pre-School registered in 2004 and operates from St Anne's Community Centre in Hythe, Southampton. It is open from 9.15am to 12.15pm, Monday to Friday, term time only. The pre-school provides government funded early education places for children aged from two to four years. There are six members of staff. All have qualifications between level 3 and level 6.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the pre-school with the inspector,
- The inspector viewed a range of documentation that was provided 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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