

Inspection of Busy Fingers Pre-school

Busy Fingers Pre School, Main Street, Little Downham, Ely CB6 2ST

Inspection date:

10 July 2024

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff show that they are happy to see the children as they enthusiastically greet them when they arrive. They value each child and interact positively with them. The management team and staff plan activities to help children make progress. They have designed a curriculum that builds on the things that children can already do and the knowledge they already have, alongside an adult-led curriculum. Children explore the activities. Staff work hard to include all children. For example, they ask them to join them at the table-top activities, which children do. Overall, most children gain the necessary knowledge and skills that they need for their future learning, including school. Although the curriculum meets the needs of most children attending, the changes the management team has made have yet to be embedded to benefit those children with special educational needs and/or disabilities (SEND).

Staff are good role models and support children to interact positively with one another. They encourage children to understand the expected behaviours of them at pre-school. For instance, staff explain the rules and help children to understand that they should use kind hands and words. Most children behave appropriately. Staff nurture children's independence well. Children learn to take responsibility for small tasks to develop their self-esteem. For example, they collect their own water bottles from the trolley.

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

- The management team and special educational needs coordinator (SENCo) have taken positive action to swiftly act on any concerns for children with SEND. They are making improvements and supporting practice and provision. However, previous delays in accessing support for children with identified gaps in learning mean plans are not embedded for all children to achieve the best possible outcomes. Furthermore, current strategies to close the development gaps are not fully effective, and this has an impact on children's readiness for the next stage in their learning.
- The manager is reflective and evaluates all aspects of the pre-school. Staff say that they feel well supported and valued in their roles. They receive regular supervision meetings, observations and ongoing feedback about their practice.
- Staff know where children are in their learning and talk about what they want children to learn next. They ask relevant questions to encourage children's communication, language and thinking. However, at times, the organisation of the environment during some daily routines does not run smoothly. For instance, there are times during the day when the noise levels rise, and the organisation of the routine does not lend itself to creating an orderly and calm environment.
- Staff demonstrate new skills to children, encourage them to have a go and

praise their efforts and achievements. This helps to nurture children's positive attitudes to learning. However, staff tend to follow the routines and do not always adapt their practice to meet the needs of the younger children. For example, staff do not always give enough time and support to help those children who are still learning to follow the routines. Therefore, younger children do not always gain as much from teaching as possible.

- Children are beginning to follow cues from staff indicating what happens next. For example, they are learning to tidy up when staff shake the tambourine. Most children understand the routines of the day. The management and staff team have support plans in place. However, children are still becoming familiar with the routines and structured learning. This can lead to some children becoming bored and restless, moving from one activity to another with little engagement.
- Children experience safe risk and challenge as they climb and balance on tyres and design an obstacle course. They have lots of opportunities to test out their physical skills and strengthen their muscles through climbing, balancing and swinging on the outdoor play equipment.
- Staff weave mathematical concepts through children's play. For example, children show their cutting skills and then identify whose paper is the longest. Children develop their knowledge of mathematics as they identify written numbers on small buckets and count out the corresponding number of spades to add to it.
- Parents are happy and appreciative of the care and support that their children receive. Staff gather key information from parents before their children start at the pre-school.

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
provide more consistent support for children with SEND to ensure that all children receive the help that they need to make good progress in their learning and development.	30/09/2024

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

- review the organisation of some activities and daily routines, to support children to play and learn in a more consistently calm environment
- review how staff adapt practice to support younger children and meet their specific needs.

Setting details

Unique reference number	2718538
Local authority	Cambridgeshire
Inspection number	10334806
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	30
Number of children on roll	40
Name of registered person	Busy Fingers Pre-school
Registered person unique reference number	2718537
Telephone number	01353698633
Date of previous inspection	Not applicable

Information about this early years setting

Busy Fingers Pre-school registered in 2023 and is run by a CIO management committee in the village of Little Downham, Cambridgeshire. The pre-school employs 12 members of staff. Of these, seven hold appropriate qualification at level 3 or above. The pre-school opens Monday to Friday, from 9am to 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Topham

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out this inspection as a result of a risk assessment, following information received about the provider.
- 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.
- Staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 carried out joint observations of group activities with the manager.
- Parents' written feedback of the setting was shared 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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