



# Hurst Green Busy Bees Playgroup

Inspection report for early years provision

**Unique Reference Number** EY288334  
**Inspection date** 10 March 2006  
**Inspector** June Fielden

**Setting Address** Evangelical Church Hall, Hurst Green Road, Oxted, Surrey,  
RH8 9AJ  
**Telephone number** 01883 722796  
**E-mail**  
**Registered person** Hurst Green Busy Bees Playgroup  
**Type of inspection** Integrated  
**Type of care** Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

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## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Hurst Green Busy Bees Playgroup was opened in 2001, operating from a different hall in Oxted. It was re-registered in 2004 and now operates from the Evangelical Church Hall in the village of Hurst Green in Oxted, Surrey. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open 34 weeks each year from 09:15 to 12:30. All children share access to a secure enclosed outdoor play area.

There are currently 20 children aged from 2 to under 5 years on roll. Of these, 12 receive funding for nursery education. Children come from the local area. The nursery currently supports a number of children with special needs, and also supports children who speak English as an additional language.

The nursery employs five staff. The manager and two of the staff hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Effective hygiene routines are in place to ensure children's good health is maintained. Children develop independence taking themselves to the toilet and washing their hands when necessary. They learn when to wipe their nose and that rubbish needs to put in the bin. Paper towels are used by children to dry their hands, in order to avoid the risk of cross contamination.

Snack times are sociable occasions, enabling children to engage in conversation with staff. They use this as an opportunity to discuss healthy eating and the type of foods that are good for them. The food is healthy and nutritious, prepared with children's assistance. This allows them to learn how to use the appropriate tools to peel chop and slice the selection of fruit and vegetables that is available each day. Staff are aware of children's allergies and make sure they are not given inappropriate food. Children can help themselves to water at any time and milk is sometimes offered as an alternative, to ensure they are not thirsty.

The outside play area is used extensively by children, unless the weather conditions are severe. They can choose to spend much of their morning in this area, using a variety of interesting equipment to strengthen their muscles and participate in interesting learning experiences. Children exercise using the grassy slope, slide, trampolines, tyres, balls and selection of wheeled vehicles. Consequently they move with confidence and develop a sense of how to use the space around them in a controlled manner. Children use the opportunities available to practise skills such as digging, jumping, sliding, and pedalling, promoting their physical development through these actions. Staff encourage them to attempt new movements, demonstrating how to hold a balance, which children then practise for themselves. They can choose to rest quietly in the cushioned book corner when necessary.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The playgroup environment is welcoming to children and parents, with colourful pictures and posters on the walls, creating a warm friendly atmosphere. Space is organised appropriately by staff, with the main hall being divided into different areas, allowing role play, construction, messy activities and small equipment to be used at the same time. Other parts of the building are used by small groups where they can

learn without being disturbed by other children. There are sufficient safe, suitable toys and equipment to meet all children's needs and provide interesting play opportunities for them. Children move freely around the playgroup and are able to select equipment for themselves from suitable child sized shelves and cupboards.

Acceptable measures are taken by the playgroup to ensure children's safety. The hall has a new system of interconnected fire alarms and a fire blanket and extinguisher are in place. Children are unable to access heaters and electrical sockets in the hall and toys are checked as they are put away. Staff discard any resources that are broken. Children are made aware of how to keep themselves safe by staff. For example, a child swinging her bag around was told to stop because she could hit someone and a girl was asked to remove a small object from her mouth because she might swallow it and choke. However, children's safety is not always fully assured when playing outside, as the raised area of grass is hazardous when it is very wet or dry.

Children are protected from harm as adequate child protection procedures are followed. An allocated member of staff is responsible for child protection and the rest of the staff are aware of how to identify signs of abuse. Any concerns staff have will be noted and reported to the appropriate authority.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children arrive happily at the playgroup and eagerly start using with the equipment available. The high ratio of staff to children allows for greater interaction between them, enabling them to develop their understanding of how things work through discussion. For example, a member of staff had time to explain to a child why his bike stopped when he pulled on the brake. Effective resources that are appropriate to the age and interests of children present are provided during periods of free play, when they can choose what they wish to do from a variety of activities, including painting, dressing up, role play and construction. This enables children to use their imagination and be creative. There are many opportunities for lively children to put their energy to good use, enjoying vigorous outdoor play, while those who do not wish to participate can remain inside. Staff share books or use the construction materials with these children, allowing them to learn in a small group situation. The Birth to three matters framework is used by staff to support planning for younger children and achievements are noted in their progress records.

### **NURSERY EDUCATION**

The quality of teaching and learning is good. The supervisor plans well organised activities to promote children's learning, as she has an effective understanding of the Curriculum guidance for the Foundation Stage. Plans are detailed and well organised, with long term plans covering all areas of learning. Members of staff have the opportunity to offer suggestions to use in the planning at staff meetings. The short term plans cover a period of three weeks and these are used as a basis for the in depth activity plans which staff work from. These include information such as the areas of learning, the children the plan is aimed at, vocabulary to be used, how the

activity will be shared with parents and the resources required. Staff provide the supervisor with feedback on the success of activities to assist her in evaluating these sessions. Good quality equipment and resources are used to support the curriculum. Children are separated into two groups according to age for the structured learning sessions and older children are taken to a quiet area, where they can engage in activities more suitable to their stage of development. Much of the learning takes place informally during the morning, through the activities made available to children, in the role play, construction and other areas. Several activities are child led, and developed from suggestions relating to books shared with children in structured sessions. For example, children made rockets as a result of ideas they offered after having a story about space. Staff interact well with children and are warm and caring towards them. Consequently, they are happy to work with staff. Each child is allocated a key worker who is responsible for making notes of regular observations and recording anything new they notice about a child on a daily basis. These are added to children's individual records. The Surrey child profiles are used to record their progress through the Foundation stage. Detailed and dated notes of children's achievements show that they are making good progress.

Staff participate in children's activities and show interest in what they are doing. As a result, children find activities such as digging for mini-beasts in the flowerbed exciting and show interest in playing with equipment such as wooden building blocks for sustained periods of time. Staff are inventive and use a timer to teach children to take turns, as they can see that it is fair if everyone is allowed a toy for the same number of minutes. They know children well and help them to feel a sense of community and belonging by talking to them about their life at home. Consequently, children are confident to engage staff in conversation and reflect on past experiences they have had at the playgroup. Snack time is a sociable occasion, when children develop their language and communication skills in a friendly manner, answering questions from staff as they eat. They start to recognise their own name by finding their name card when they arrive and again at snack time. Children develop their understanding of initial sounds through games played in structured sessions.

Children are consistently encouraged to use their maths skills through everyday activities. They count the number of plates of a particular colour at snack time, pick up a specific number of items to tidy away and ride vehicles with numbers cards on, showing the corresponding number of dots underneath. Activities such as threading and counting large wooden beads allow children to develop their manipulative skills and reinforce their counting. Use of small muscle skills is further developed through craft projects and assisting staff to prepare the fruit and vegetables for children's snacks, using appropriate tools and equipment. Children also learn to use movement with some degree of control during singing sessions. When the adult leading the session encourages children to accompany their songs with hand and body movements. This area of creativity is developed through listening to their favourite nursery rhymes and songs being played to them while they are engaged in activities. Children are encouraged to join in singing alongside staff, building up their repertoire of songs. Effective resources stimulate children to engage in imaginative play, using a large wooden construction with cogs and wheels to represent various vehicles, or the equipment and dressing up clothes in the role play area, allowing them to play co-operatively alongside each other.

Children are provided with opportunities to find out about living things, by planting seeds which they care for and observe as they grow and change. Staff use photographs, maps and visits to stimulate children's interest in the features of their local environment. Children are encouraged to identify key features on aerial photographs and maps and visit local building sites, returning at a later date to view the completed development. This enables them to understand how places change over time.

### **Helping children make a positive contribution**

The provision is satisfactory.

All children have equal access to resources and facilities and are treated with respect. Staff find out about children's individual preferences when they start attending the group and use this information to enhance the care they provide. Children with special needs are well supported by the play group and staff follow the advice of other professionals involved in their care. Parents are consulted about the targets set for children and staff enable them to make progress by following their Individual Education Plans. All staff are aware of children's problems and the procedures to follow when caring for them.

Staff are consistent in their approach to behaviour management and children are praised for small achievements, such as listening well or doing as they have been asked. Children's behaviour is generally satisfactory, as individual behaviour policies are put in place for those who behave inappropriately towards others. They are encouraged to engage in boisterous activities in the outdoor area and participate in quiet play inside. Children are able to bring in toys from home to share with the other children at the end of the session, raising their self esteem and allowing them to feel acknowledged by the group. The playgroup have a simple set of golden rules for children to follow, they are required to be gentle to each other and to look after their toys. Children show that they agree to abide by the rules by placing a photograph of themselves around them, developing respect for each other and the equipment that they use. Staff teach children to be caring towards those with special needs to enable them to be integrated into the group. The setting fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. They are impressed with the care provided for their children and the manner in which staff spend time assisting children to settle into the group. Parents are supportive and assist the playgroup in fund raising. They know that staff are available at the end of each session to talk to them about their child's progress. Staff effectively keep parents informed through a notice board that is placed just inside the main door, regular newsletters given to parents and posters displayed on the walls. The short term planning, detailing the work children receiving nursery education will be involved in and the activity plans are placed on the notice board. These show the areas of learning being concentrated on and allowing parents to extend these topics with children at home if they so wish. The notice board also shows the name of the key worker responsible for each child, so parents will know who to approach for information. Parents are directly involved with children's activities by being asked to send in resources and are welcome to stay and work with

children at any time. They can request to see their child's records whenever they wish, to check their progress through the Foundation stage curriculum. However, parents are currently unaware of the updated process that would be followed if they wanted to raise a concern.

## **Organisation**

The organisation is satisfactory.

The playgroup has appropriate recruitment procedures to ensure that suitably qualified staff are appointed. However, their current induction process does not cover child protection training in the first week of employment to ensure new staff are fully aware of how to protect children from harm. Students are appropriately supervised and the records of staff and children are securely stored to ensure confidentiality is maintained. Children's hours of attendance are not currently recorded in the register. Staff ratios are generally higher than required, however on the day of inspection there is only one member of staff present when children arrive, which was rectified. This means that children's safety is not fully assured.

The leadership and management of the setting is good. The playgroup is run by a committee. Children's care is enhanced by the competent manner in which the setting is led and organised. Staff co-operate well with each other and work efficiently as a team because of the supervisor's effective leadership. Staff are aware of their duties and get on with their work without needing direction. Staff are well trained, understand children's individual needs and treat them with kindness. Consequently, parents hold the group in high regard, as children are happy and settled. The supervisor is keen to send staff on courses to update their knowledge in order to improve outcomes for children. Regular staff meetings enable her to distribute training materials, keep everyone informed of any issues with particular children and discuss planning. Although the deputy supervisor has some input in planning, the major responsibility for this, special needs and other matters remains with the supervisor. Currently most staff have little involvement in planning. The setting meets the needs of the range of children for whom they provide.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the raised outdoor area is safe for children to play on
- ensure an updated complaints procedure is made available to parents
- ensure sufficient staff are present at the start of playgroup sessions
- ensure the induction training covers child protection procedures
- ensure the register shows the hours of attendance

##### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure staff have greater involvement in the planning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)