

# Hurst Green Busy Bees Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	EY288334
<b>Inspection date</b>	30/06/2009
<b>Inspector</b>	Gillian Cubitt

<b>Setting address</b>	Evangelical Church Hall, Hurst Green Road, Oxted, Surrey, RH8 9AJ
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<b>Type of setting</b>	Childcare on non-domestic premises

## **Introduction**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Hurst Green Busy Bees Playgroup registered in 2001. It is committee run and operates behind the Evangelical Church Hall in the village of Hurst Green close to Oxted in Surrey. Children have the use of one main hall and they have access to an enclosed outdoor area. It serves children who live in the local area.

The Playgroup is registered on the Early Years Register. A maximum of 20 children may attend the group at any one time. There are currently 28 children aged from two years to five years on roll.

There are four main members of staff, two of whom hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. Children are supported and making progress in their learning and development. This is mainly due to the commitment and energy of supervisors. There has been a change in assistants who work with the children which means that not all members of staff are effective in their role. They have little input in the observations of children and the planning of activities. Documentation generally supports the procedures although there is a lack of clarity and understanding by staff on one aspect of safeguarding. There is a supportive partnership with parents. The supervisor is effective in her evaluation of the strengths and weaknesses of the provision and has some good plans for the future of the provision. Children's health and welfare is promoted because of the systems in place to promote their good health and staff's awareness of the hazards presented by the location and construction of the building.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure that all staff make systematic observations of all children especially during the early stages of joining the group so that their interests and learning styles are consistently assessed and shared with parents together with children's achievements
- ensure that the named member of staff responsible for behavioural management closely monitors individual behavioural patterns of children and obtains expert advice if ordinary methods are not effective with a particular child
- establish more effective methods, using the individual educational plan, for reviewing, monitoring and evaluating the effectiveness of inclusive practice for children with possible special educational needs

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all members of staff understand the procedures to be followed in the event of an allegation being made against a member of staff (Safeguarding and welfare)

14/07/2009

## **The leadership and management of the early years provision**

The lead supervisor, in liaison with the management committee, shares a vision for the continuous improvement and future of the playgroup. The Ofsted self-evaluation form is used to identify the key strengths and areas for development which are noted with action plans. Recommendations set at the last inspection have been addressed and targets for future, such as staff training, are being addressed to ensure the outcomes for children are met. At the present time, however, the supervisors take the greater part in the responsibility for most of the administrative work, staff induction as well as the planning to meet children's individual needs and maintaining of the documentation.

Documentation, procedures and policies that pertain to the efficient management of the setting are in place, are regularly reviewed and available for parents to see. The risk assessments are thorough making staff aware of the hazards of the building. Some aspects in policy, however, lack detailed procedures for staff to follow, for example, in the event of an allegation being made against themselves. The staff team work together as a team although supervision and appraisals of staff's progress is in the early stages of development and systems are not sufficiently rigorous to ensure that all staff have a sound knowledge of the welfare requirements, such as behaviour management, under the Early Years Foundation Stage as well as children's learning goals.

Partnership with parents is very supportive. Supervisors organise home visits before children start where they obtain good information about children's likes and dislikes which gives staff a starting point on which to assess children. At present there are not consistent methods for working with parents and others to evaluate children's learning who have a possible special educational need.

## **The quality and standards of the early years provision**

Children establish warm and stable relationships with staff and other children. They greet each other as they arrive and show independence as they self-register then find resources to aid them in their play. Children select their preferred options and follow their own interests with water and role play being a firm favourite. They are developing their coordination skills on wheeled vehicles and confidently climb apparatus and some children express delight operating music tapes and moving to the bouncy rhythm of the Disney tunes. A group of boys dress up as fire fighters and run up and down the grassed mound in the outside play area to quench the imaginary fire. Other children who prefer quieter activities opt for drawing paper and felt tip pens to make colourful pictures or take to the seclusion of the outside play house where they share books and participate in other imaginary play. Some

children become so involved in their activity that they do not wish staff intervention and not all staff demonstrate skills to redirect and guide play to extend children's learning or modify and correct children's behaviour. There are some golden moments where children benefit from 'joined-up' thinking. For example when children make mini beasts from clay, watch the daily progress of the pupation of caterpillars as well as reading the story of the 'Hungry Caterpillar'. Also children record their memories after an exciting trip to the Horniman Museum where they show awe and inspires them draw robots when they return to pre-school.

The lead members of staff have a good knowledge of the Early Years Foundation Stage and the planning demonstrates a mixture of adult or child led activities. However, not all staff make systematic observations of children and there are only two key persons taking responsibility in this respect. The progress that children make is recorded by supervisors. Assistants however do not understand the process of children's learning in the Foundation Stage therefore they do not effectively contribute making full use of the plans and activities to link into children's next steps in their learning. As a result not all children are consistently monitored and challenged.

The setting works in partnership with parents and is developing links with local schools. This supports children's overall learning and welfare experience. Children are safeguarded because the supervisor has completed a relevant course but staff lack confidence in their role and knowledge in some aspects of the procedures. Children's healthy lifestyle is supported by regular exercise in the fresh air and children wear appropriate clothing to protect them whilst outside. They follow good hygiene procedures and have fruit and/or salad snacks and access to water at all times to keep them healthy.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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