

# Play Place Busy Bees

Inspection report for early years provision

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| <b>Unique reference number</b> | EY387825  |
| <b>Inspection date</b>         | 30/06/2009  |
| <b>Inspector</b>               | Rebecca Elizabeth Khabbazi  |
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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

Play Place Busy Bees was registered in 2008. It is a privately-owned pre-school and is one of five settings managed by Play Place Child Care Services Limited. The pre-school operates from a self-contained building to the rear of Brighton Road Baptist Church, in Croydon. Children have access to two group rooms, toilets within the adjacent church hall and a fully enclosed outside play area.

The pre-school is registered on the Early Years Register to care for a maximum of 32 children aged from two years to five years old. There are currently 28 children in the early years age group on roll. The pre-school is open Monday to Friday, during term time only, from 09:15 to 13:00. Children attend for a variety of sessions.

There are four staff who work with the children, all of whom have relevant childcare qualifications. The setting receives support from the local authority through an early years advisor.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Staff promote children's welfare and development effectively overall, and most requirements are met. Children make steady progress in their learning and enjoy their time at the setting. Staff strive to create a welcoming, inclusive environment. They have positive relationships with parents, which help ensure children's individual needs are met. The setting is committed to continual improvement and some systems are in place for self-evaluation, although these are not yet sufficiently developed in all areas to ensure all gaps in the provision are promptly identified.

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

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

- ensure that next steps identified are clear and specific to each child and can be used to plan challenging learning and development experiences that are tailored to meet children's individual needs
- extend systems for monitoring and evaluating the effectiveness of activity planning and assessments of children's progress
- review the organisation of large group times to ensure that the needs of all children are met

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

- review the risk assessment of the indoor and outdoor environment at least once a year and ensure that records include information about who conducted the risk assessment, the date of review, and any action

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taken following a review or incident. Ensure the risk assessment of the garden includes all potential hazards (Safeguarding and promoting children's welfare)

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

There are clear systems for recruitment, which ensure children are cared for by appropriately qualified and vetted staff and helps safeguard their welfare. Staff share tasks throughout the session, for instance, taking responsibility for the craft activity or for preparing the mid-morning snack. Most required documentation is in place as appropriate. However, records of risk assessments do not contain all the necessary information and do not include all potential hazards, for instance in the outdoor environment.

The management team have begun to make effective use of self-evaluation to reflect on some aspects of the provision and identify objectives for development. An action plan is in place, which has led to improvements in arrangements for safeguarding children, and further developments are planned in relation to the outdoor area. However, monitoring and evaluation of the educational programme and the systems for assessing children's ongoing progress are less well developed.

Staff have positive relationships with parents. They exchange information on a day to day basis to ensure children experience consistent care. Parents have regular opportunities to discuss their child's progress and staff have begun to encourage them to contribute information from home to the assessment and review of their child's progress.

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

Children are cared for in a welcoming environment. They grow in independence as they select resources for themselves and help tidy up before snack time. Children follow simple good hygiene routines, such as washing their hands before they eat, which help protect them from the risk of cross-infection. They make healthy choices as they enjoy their fruit and vegetable sticks, and they have access to fresh drinking water throughout the session.

Children are confident and settled. They make good relationships with staff and each other, and greet each other warmly at the start of the day. They take part in a varied routine throughout the session, enjoying indoor and outdoor experiences and individual and group play. However, the organisation of large group activities does not always take into account the differing needs and abilities of the children who take part. For instance, children become easily distracted during large group stories or circle time, so learning opportunities are missed.

Children are keen to communicate and they eagerly share their experiences with their friends. They use pens and paper to write and make marks as they play, and

older children begin to write their name on their work. Children begin to solve problems when they work out how to get the weighing scales to balance, and use their number knowledge during every day routines, such as counting how many children there are when they go out into the garden. They find out about the world around them through topics and themes such as 'the seaside', and they use the computer confidently to complete simple programmes. They enjoy using the easel to paint pictures from their imagination and join in with songs enthusiastically. Children have fun practising their physical skills in the garden, and giggle with delight as they run through the water mist sprayed by staff to help keep them cool on a hot day.

Staff make regular observations of children's achievements across all areas of learning, and use these when planning future activities. However, targets they identify for children are sometimes very general rather than specific and achievable steps towards the early learning goals, and consequently the learning aims of activities are not always clear. This means that although children enjoy the experiences provided and are keen to take part, activities do not always offer enough challenge.

## 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.   | 3 |

### 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? | 3 |
| 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?   | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

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