

# Honey Bees Playgroup

Inspection report for early years provision

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**Unique reference number** 109441  
**Inspection date** 03/03/2010  
**Inspector** Alison Weaver

**Setting address** The Pavillion, King George V Playing Field, Plumpton  
Green, Nr Lewes, East Sussex, BN7 3DP

**Telephone number** 07745 570882

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**Type of setting** Childcare on non-domestic premises

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## 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).

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## Description of the setting

Honey Bees Playgroup opened in 1972 and is managed by a voluntary committee. It has sole use of a room in a village sports pavilion in Plumpton Green near to a school, parks, local shops and a railway station. The group opens five days a week during school term times. Opening times are 9.30am to 1.00pm on Mondays, Tuesdays and Fridays. On Wednesdays the opening times are 9.00am to 12.00pm and on Thursdays 9.00am to 1.00pm. All children share access to an enclosed outdoor play area.

The provision is registered on the Early Years Register. A maximum of 22 children may attend at any one time. There are currently 17 children on roll in the early years age range. Children come from a wide catchment area. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting employs six staff. Of these, four staff, including the manager, hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals as staff are skilled at promoting and extending their learning and development. Staff recognise the uniqueness of each child and adapt activities and the environment to meet their needs. Overall, children's health and safety are promoted well. Leadership and management show a strong commitment to continually improving outcomes for children. The setting has a number of clear plans for the future that are likely to have a beneficial impact on the provision for children.

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

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

- maintain a daily record of the hours of attendance of the children (Documentation) 04/03/2010
- regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident (Suitable premises, environment and equipment). 19/03/2010

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

- continue to develop the use of the assessment processes to identify next steps for every child's learning and use the information to plan learning and development experiences that are tailored to meet their individual needs

- develop systems for the two-way sharing of relevant information with other providers in order to provide continuity of care and education for individual children.

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

Children are safeguarded by staff ensuring that they are not left alone with any other adults. All staff are checked to ensure they are suitable to work with children. Good procedures are in place for the protection of children and staff are fully aware of their responsibility to report any possible cases of abuse or neglect. The setting is kept secure at all times to prevent unauthorised access to the children. Staff have carried out a formal, comprehensive risk assessment on the premises but have breached the legal requirements by failing to review this on a yearly basis. However, staff take the necessary safety precautions to minimise any potential hazards to children so that they move safely and play with a good range of safe and suitable toys. All other documentation is in place and generally well maintained, with the exception of the daily record of children's attendance. This does not fully meet the legal requirements as it does not show times that children attend the setting but this does not impact on the care of children.

There is a strong partnership with parents in the setting. Although some of the general information and policies shared with parents are rather dated, parents are kept well informed about the topics and their child's progress. Staff make good use of parent consultations to discuss children's individual achievements and to look at the assessment records with the parents. Parents are very happy with the care provided and feel able to contribute to their child's learning and development. Staff work closely with those parents who have children needing additional support. They access help from outside agencies so that every child gets the care and support they need to enable them to make progress. Staff value and promote diversity by encouraging parents from other cultures and religions to share their lifestyles and traditions with all the children.

The setting has not yet developed links with other providers who share the care of children to help ensure continuity of care and education for individual children. However, they have formed effective links with the local school that help support children in their transition to school.

The setting carries out self-evaluation and uses feedback from local support workers to identify and address their strengths and weaknesses. All staff are encouraged to attend training to develop their skills and knowledge. They make good use of development plans to address areas that they feel will bring about positive changes. They are in the process of reviewing and adapting their planning in order to ensure they are focusing on planning to meet children's individual needs.

## **The quality and standards of the early years provision and outcomes for children**

Staff create a safe, warm and welcoming environment for children. The main play room is colourful and attractive with plenty of displays of children's work. The low storage means that children can easily help themselves to toys. Children arrive happily and quickly settle at activities of their choice. They build good relationships with each other and with adults in the setting. Staff have fun with the children and they are often seen laughing together as they play. Children play well together and share resources. They learn to negotiate as they plan how to clean their 'house' outside.

Staff get to know the children well by regularly observing and assessing their progress. They identify next steps for individual children and are in the process of developing the way in which this information is used in future planning to help ensure that each child is suitably challenged and continues to achieve. Staff plan and provide a wide variety of activities for children that cover all areas of learning. In general, the sessions are well organised and children are well occupied with stimulating and age appropriate activities. These include opportunities to explore their world and to use simple technology. Children are encouraged to share their cultural and home backgrounds with each other so that they learn to respect and value differences.

Staff provide good support to children as they play and interact effectively with them to develop their skills. For example, children learn to problem solve and count as they pretend to be builders and plumbers. Children's communication skills are promoted well as staff encourage children to express their thoughts and ideas. When visited by a mother and her baby, children show an interest by asking her questions. Children learn to form letters as they do 'magic painting' outside. They skilfully use different tools, such as scissors and rollers, as they take part in creative activities and play with dough. They enjoy drama as they pretend to grow like trees.

Children develop a good awareness of safety through varied planned activities and visits from police and fire officers. They learn how to stay safe as they practise fire drills and are made aware of the importance of road safety. Before going outside, children help staff make sure the outdoor area is safe to play in.

In general, good hygiene procedures are carried out by staff and children. Healthy snacks are enjoyed by the children and they have easy access to drinking water throughout the sessions. Planned activities such as making fruit boats and food faces help children understand about the importance of a healthy diet. They begin to talk about some foods helping them to grow. Children engage in a wide variety of outdoor physical activities. They like to climb on the various play equipment and have fun with the parachute.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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