



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101780

DfES Number: 510810

INSPECTION DETAILS

Inspection Date 04/05/2004
Inspector Name Shirley Ann Jackson

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Busy Bees Playgroup
Setting Address Castle Hill Primary School
Abbotswood Road, Brockworth
Gloucester
GL3 4NX

REGISTERED PROVIDER DETAILS

Name The Committee of Busy Bees Playgroup 1054102

ORGANISATION DETAILS

Name Busy Bees Playgroup
Address Castle Hill Primary School
Abbotswood Road, Brockworth
Gloucester
GL3 4NU

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Busy Bees Playgroup opened in the 1980s. It operates from a room within Castle Hill Primary School in Brockworth. The group serves the local area.

There are currently 36 children from two to four years on roll. This includes 16 funded three-year-olds and 13 funded four-year-olds. Children attend for a variety of session. The setting currently supports a number of children with special needs. There are no children attending who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 09:15 until 12:00, Monday to Friday and Tuesday and Thursday afternoons from 13:00 until 14:45.

Four full-time staff work with the children. Half of them have early years qualifications to level 2. The group receives support from a Foundation Stage consultant.

How good is the Day Care?

The quality and standard of care is satisfactory.

Staff are experienced and skilled and work well together as a team. However, senior staff are not qualified to level 3. Staff are well deployed throughout each session and make the most of the available space. Children are cared for in premises which are bright, welcoming, clean and well maintained. Staff use a wide range of resources for the children. These are good quality and well maintained. However, children spend long periods of time as a large group and this can cause disruption. Children's records are well maintained. However, some policies lack detail.

Staff are vigilant about children's safety at all times. Clear procedures in place for dealing with and recording accidents. Children are offered a healthy and balanced selection of snacks. Clear procedures are in place to make all staff and helpers aware of any allergies. Children with special needs are reasonably supported by

staff.

A good range of interesting activities are offered on a daily basis. Children are settled and confident. They have good relationships with staff and each other. Staff use praise and encouragement to promote positive behaviour and to raise self-esteem. They have a calm and re-assuring manner. Children follow this example and behaviour is generally good. However, when children become bored their behaviour can become challenging.

Partnership with parents is satisfactory. Parents are happy with the care their child receives. They feel staff are caring and approachable.

What has improved since the last inspection?

At the last inspection the group was asked to develop procedures to be followed in the event of a child being lost or a parent failing to collect a child. This has been put in place and is shared with parents via the prospectus.

The group were asked to produce an action plan detailing how staff qualification requirements would be met. The group has failed to do this and this remains a recommendation at this inspection.

What is being done well?

- Children have good relationships with staff and with each other. They are confident and settled in their surroundings.
- The group has a wide range of toys and resources. These are good quality and are well maintained.
- Parents are happy with the care their child receives. They feel staff are caring and approachable.

What needs to be improved?

- the arrangements to ensure that play leaders have level 3 qualifications;
- the procedures for grouping the children to ensure older children are challenged and younger children supported;
- the arrangements for reviewing and updating policies and procedures.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	develop and implement an action plan that sets out how supervisors will achieve a level 3 qualification
2	organise groups of children more effectively to ensure older/more able children are challenged and to encourage new skills for younger children
14	review all policies and procedures to bring them in line with Standards

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Bust Bess Playgroup offers good quality provision which helps children to make generally good progress towards the early learning goals.

Teaching is generally good. Relationships between staff and children are good. Staff are positive role models for children, they have clear and realistic expectations of children's behaviour. However, sometimes older/more able children are not sufficiently challenged. They become bored and their behaviour can become challenging. Staff promote self confidence and a positive attitude in all children, regardless of ability, disability, gender or special needs. Staff are deployed well, working closely with the children for most of the time. They use interesting methods to help children to make good progress towards the early learning goals. However, everyday routines do not always offer sufficient challenge to older/more able children. Children do not freely self-select. Also staff use of observation, evaluation and assessment to aid future planning is weak.

Leadership and management are generally good. Staff work well together as a team and promote good relationships. They are clear about their roles and responsibilities. The staff and committee are committed to improving the quality of care and education which the nursery provide. Staff training weaknesses have not been acted on.

Partnership with parents is generally good. Informal exchange of information about the children takes place daily. Parents are happy with the care and education given to their children. Parents are valued as part of the team when they help on rota duty. However, parents receive limited information about the Foundation Stage and early learning goals.

What is being done well?

- Children form good relationships with staff and other children. They are confident, co-operative and developing concentration skills.
- Children talk confidently about their experiences and past activities. Some are beginning to form recognisable letters. children are developing a love of books. They select, "read" the story and turn the pages appropriately.
- Children demonstrate an interest in numbers and counting. They have an understanding of basic 2d shapes and their names. Children are developing an awareness of positional language e.g. child put an item under her chair.
- Children explore and investigate a variety of natural materials and man-made objects in their local environment. They confidently construct with building materials.
- Some children are developing a sense of time and use this to sequence

events in the group e.g. child who told rota parent, in the correct order, what they would do during the morning.

What needs to be improved?

- challenges for older/more able children to help them to use and extend their skills, for example when solving simple practical problems and physical challenges;
- staff's use of observation, evaluation and assessment to inform future planning;
- provide greater opportunities for children to initiate their own activities and select some of their own resources and materials.

What has improved since the last inspection?

At the last inspection the group were asked to: identify specific learning goals in planning and use them as objectives for activities to show targets for individual children to achieve. The group has altered the planning to show learning outcomes - generally good.

The group was asked to show how children are learning by recognising and recording stepping stones and the progress towards the early learning goals. Staff have been keen to develop and use the action plan as a tool to provide greater opportunities for the children. They have linked with an outside professional to offer what is required. Consequently they plan interesting activities which are linked to the early learning goals - generally good.

The group were asked to give information to parents about how children learn in playgroup. Information given to parents now includes a brief overview of the six areas of learning. Displays on the walls detail what children learn at various activities in the room. However, staff are not confidently using any method to record children's progress and show how they are moving them on to the next stage in their learning. This continues to be a key issue at this inspection.

The group were asked to make areas such as the book corner more interesting by the introduction of attractively displayed equipment, giving children more choice for play and learning. Staff and the committee have purchased more books, hand puppets and visual aids to encourage children to use the book corner - generally good.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children develop good relationships with staff and each other. They are confident and co-operative, choosing freely from activities which staff provide. Children are developing concentration and perseverance skills, for example three-year-old who completed every puzzle on the table before moving away. However, children's behaviour can become challenging when they aren't sufficiently challenged or stimulated.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well. They speak confidently to each other and in large group situations such as circle time. Children are developing a love of books and enjoy listening to stories. They organise play using language to negotiate roles when playing imaginatively. Some children are beginning to form recognisable letters and can write their own names. However, younger children aren't always encouraged to do this.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate an interest in numbers and counting. They confidently say and use numbers up to five. They enjoy singing number songs and rhymes using visual aids to re-enforce this. Some children are aware of basic 2d shapes and size. Some children developing an awareness of positional language such as placing an item under her chair. However, older/more able children are not encouraged to use everyday routines to develop their practical problem solving skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have many opportunities to explore and investigate a variety of different materials. They are developing an awareness of their environment, such as walks to the library. Some children are developing a sense of time and use this to correctly sequence events in the group's daily routine. Children are introduced to different cultural experiences through planned activities. Children's constructions are sometimes led by adult expectations of an end product.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move safely and confidently inside and outside. They skilfully change direction to avoid collision and balance well on outdoor equipment. Children competently use a range of small and large equipment such as climbing frame, trikes, scooters, paintbrushes, pencils, glue sticks. Opportunities for older/more able children to extend and develop their large physical skills are limited.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy exploring a variety of different media such as gloop, clay, play dough and paint. They engage well in imaginative play based on their own first-hand experiences, for example four-year-old making cups of tea and answering the telephone. Children sing simple songs from memory. Creative activities are sometimes limited by staff's expectations of an end product.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure that challenges for older/more able children help them to use and extend their skills;
- procedures for staff to use observation, evaluation and assessment to inform future planning;
- provide greater opportunities for children to initiate their own activities and select some of their own resources and materials.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.