

# Busy Bees Playgroup

Inspection report for early years provision

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**Unique reference number** 101780  
**Inspection date** 13/01/2011  
**Inspector** Angela Cole

**Setting address** Castle Hill Primary School, Abbotswood Road, Brockworth,  
Gloucester, Gloucestershire, GL3 4NU

**Telephone number** 01452 541183

**Email**

**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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Busy Bees Playgroup opened in the 1980s. It operates from a room within Castle Hill Primary School in Brockworth, Gloucester and serves the local area. Children use the newly created enclosed garden, school field and playgrounds for their outside play. The playgroup is open each weekday during school term time from 9am to 12 noon and on Tuesday and Thursday afternoons for 'Tiny Twos' from 12.45pm to 3.10pm. The playgroup is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children in the early years age range may attend the group at any one time. There are currently 48 children aged from two years to under five years on roll. The playgroup currently supports a number of children learning English as an additional language. There are five members of staff who work with the children, all of whom hold appropriate early years qualifications. The playgroup provides funded early education for three- and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The playgroup promotes an inclusive environment where children take part in experiences and activities that are interesting and challenging. Many good aspects of assessment and planning support all children to progress well in their learning and development, overall. Children's welfare is effectively promoted, ensuring their safety and good health. Partnerships with parents and carers are strong, though links with other settings offering the Early Years Foundation Stage are not as robust. The committee and staff use ongoing, effective reflection of their practice to enable them to identify areas for further development, so are well placed to maintain continuous improvement.

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

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

- broaden the links with other providers offering the Early Years Foundation Stage so that there is continuous and consistent care and education.

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

The staff have a clear understanding of how to keep children safe. They are well aware of safeguarding issues and have clear child protection strategies in place to use if they have any concerns for a child's welfare. All required suitability checks have been completed and a comprehensive risk assessment programme is in place so that potential hazards are identified and appropriately addressed. For example, care is taken to keep the premises secure and toys and equipment are well

maintained. All records and documentation are completed to a high standard so relevant information is readily available and accurately recorded. Parents are well informed about the nursery as they have access to a good range of material, such as information about policies, procedures and daily practice. They have a clear picture of their children's progress. Key persons regularly share the information in the children's learning journey and developmental records, and make time to discuss children's achievements and interests. As a consequence, parents speak warmly of the care their children receive. There are some systems in place to link with other provisions attended by children, including setting-to-home diaries; however, these are not fully developed to ensure that information about each child's learning and development is regularly shared for continuity of care. The staff provide an enjoyable environment for children where equal opportunity is effectively promoted. Resources are readily accessible to all children who are supported to take part in activities of their own choosing, both in and out of doors. There is a clear emphasis on meeting individual needs. For example, staff work closely with parents to develop joint strategies for managing behaviour, ensuring a consistent and individual approach. They are knowledgeable about current practice as their skills are kept up to date through considerable programmes of professional development.

The staff and supportive committee have a clear commitment to ongoing improvement. A variety of strategies is used to gain the views of parents and children, and staff welcome advice and guidance from other professionals in order to develop the quality of their provision. Recommendations from the previous inspection have been implemented well to improve information for parents and children's access to drinking water. The actions taken are effective in improving outcomes for children and have a positive impact on their care.

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

Children participate in varied activities that extend their thinking well because staff have a secure understanding of the Early Years Foundation Stage. From a young age, children regularly investigate materials, including water and soil; they are fascinated to explore the natural world, for example, as they care for the fish, collect spiders and watch a mole scurrying along its tunnels. Children are well supported to become highly competent in their communication and early literacy skills. They engage in challenging conversations and frequently respond to opportunities to express their own ideas, for example, in role play with building 'tools' and selling 'cups of tea'. Over time they access a wide range of creative resources to freely draw and explore different textures, such as chinks, dough, paint and materials to collage. They enjoy favourite books, including those with rhymes and sounds; they tell their own stories while playing imaginatively, for example, with large and small bricks. Engaged in purposeful activities, such as gardening and cooking, they have very good opportunities to gain new life-skills as they grow and prepare many varieties of vegetables and compare wild and cultivated strawberries.

Children's welfare is promoted effectively. The committed staff use their in-depth

understanding of related requirements to offer well explained procedures and routines. The children benefit from the staff's consistent approach to managing behaviour. Adults focus on raising self-esteem through giving emphatic praise and clear directions. As a result, children are considerate towards others by being polite and sharing space and toys. Children gain good independence by caring for their own belongings, choosing and developing activities during free play and organising their own learning journals. Children develop a good understanding of how to keep themselves safe. They frequently practise leaving in an emergency and take small risks in controlled circumstances. For example, they use challenging climbing and balancing equipment, learn how to use a variety of tools and negotiate rough ground in the digging area. They well understand the importance of physical exercise, a nutritious diet and personal hygiene to keep themselves healthy. The nursery's close liaison with the adjacent school and children's increasing confidence in self-care, effectively support them to gain skills for the future. Their understanding of the wider world is demonstrated well through their play and communications as children eagerly develop their interest, for example, in boats and the sea. They learn about different festivals, such as Diwali and Chinese New Year. Overall, children receive close, individual attention from the staff so that they develop a strong sense of security in order to succeed in a stimulating, welcoming environment.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met