

Busy Bees Play Group

Inspection report for early years provision

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Inspector Christine Stimson

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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*.

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Description of the setting

Busy Bees Play Group was registered under a joint ownership, which included the current owner, in 1995 and has been under a sole ownership since 2000. It operates from one room in the Peace Memorial Hall in Ashted, Surrey. Children have access to an enclosed outdoor play area. The play group situated in a residential area close to public transport links, schools and parks. The play group is open each weekday from 9am to 12.15pm, during term time only.

The play group is registered on the Early Years Register. A maximum of 24 children in the Early Years age range may attend the play group at any one time, with none of these children being aged under two. There are currently 36 children aged from two to under five years on roll, some in part time places. The play group is able to support children with learning difficulties and/or disabilities and those who have English as an additional language.

There are seven members of staff, four of whom hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) level 3. All staff hold a current first aid certificate. The play group provides funded early education for three and four year old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development and are supported by caring staff, who interact with them as they play. They are cared for in a secure and happy setting where positive relationships have been established with parents. The play group has made links with outside agencies that have responsibility for children's development needs, but this is currently not extended to other childcare providers. Management encourage staff to embrace training opportunities to ensure good outcomes for children and continual improvement in practice. Staff and parents are involved in the play group's evaluation process. Children are planned for as individuals based on observations and assessments; however some children's learning journey records lack detail of regular observations and assessments. The play group has breached regulations in respect of not keeping details of staff CRB disclosures on site for inspection. The recommendations from the last inspection have been adhered to, but some issues relating to them have been carried forward for the purpose of this inspection.

What steps need to be taken to improve provision further?

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

- keep records of information used to assess suitability 06/06/2011

of staff to demonstrate to Ofsted that checks have been done. This must include the unique reference numbers of CRB disclosures obtained and the date on which they were obtained (Suitable People)

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

- develop systems for communicating with other child care settings children attend to promote continuity in their learning
- develop ways of involving parents in regularly sharing their children's learning journeys and take this opportunity to involve parents in contributing their own observations and assessment using experiences from home
- develop effective systems to ensure observations of all children are conducted on a regular basis. Analyse these observations to help plan for individual children in all areas of learning

The effectiveness of leadership and management of the early years provision

Children play in a safe and secure environment. Regular risk assessments are carried out and any identified hazards are dealt with quickly by staff. The playgroup has an evacuation procedure that is regularly practised with children to ensure they all know how to leave the premises quickly and safely. Fire detection equipment is in place within the facility to further ensure children's safety. Management have made sure staff have kept up to date with first aid training and written consent is in place for all children allowing staff to seek emergency medical advice or treatment. The play group maintains a first aid box that is easily accessible to deal with minor accidents. All staff are vetted for suitability, but details of the unique reference number of each CRB and the date on which it was obtained is not kept accessible for inspection. This is a breach of regulations but there is little impact on children. Staff have a sound understanding of the procedures to follow if they have concerns about the welfare of any child in their care, as they have all attended safeguarding training. The playgroup has a designated person appointed to deal with child protection issues and written safeguarding procedures are in place for referral.

Inclusive practice is promoted by the relationships the owner, manager and staff has with parents. Regular newsletters are sent to parents to keep them informed about activities and events happening at the play group. Parents are informed at the time of placement that there is an open door policy and they can ask to see children's progress records at any time. However, the play group is not pro-active in encouraging this; nor do they ask parents for any observations they have made at home relating to children's achievements to add to learning journeys. Daily verbal feedback from staff to parents ensures they are kept informed of what their children have been doing each morning. Work completed by children is either sent home or kept in each child's learning journey to show it is valued. This boosts children's self-esteem. The manager has established relationships with outside agencies to support children with identified learning difficulties and/or disabilities,

but has not extended this to the children's other care providers to ensure continuity of learning.

The play group has a consistent group of 'bank' staff who are encouraged to embrace training opportunities. Many staff have attended training course and have used this knowledge to improve outcomes for children.

Children play with a wide range of good quality resources when they are at the playgroup. They self-select items from boxes and shelves to make a choice in their play. The play group establishes children's starting points with parents, using a form that helps them build on what children already know and can do. Staff are involved in evaluating the play group's practice and make verbal contributions at the regular meetings with management. Parents receive a questionnaire asking for their opinion and any suggestions to improve practice. Most regulatory documentation is in place to safeguard children, but risk assessments for outings are not currently kept on site.

At the last inspection three recommendations were made to improve outcomes for children. The play group has reviewed the daily routines of snack time and story time, and these now work better for the children attending. For example, snack time is preceded with children looking at books on tables. This helps calm children down, focuses them on books of their choice and helps them engage with other children whilst waiting for snack. The play group were asked to develop methods of planning and observation to ensure next steps for children's individual learning are clearly identified and planned for. This is now being done for all children, but some children's learning journeys are more up to date than others. The play group were also asked to ensure parents receive information about their child's progress in each area of learning. The play group has advised parents they can look at their children's learning journeys whenever they want, but are still not pro-active in encouraging this participation.

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

Children enjoy their play, which the majority of the time is child initiated. Staff set out resources attractively each morning on child sized tables. As children enter they eagerly make their way to these tables to join up with friends and start playing. They are confident to leave their parents and carers. They appear happy to engage in conversation with staff and peers about experiences they have had over the weekend. Staff plan adult led activities each day for individual and small groups of children. These are planned from each child's individual development notes, where staff have noted next steps. It is children's choice if they want to take part in these activities. Once engaged staff ask children open questions to help develop language skills and make children think. For example, a child is sitting at a table writing his name. A member of staff joins him and asks if he can write his age. He writes the number four and is then encouraged to write numbers that follow on from four. He manages to get to 10 without any help and is very proud of his work, making sure it is put in his bag to take home.

Each child is allocated a key person when they first join the nursery and children's starting points are noted to make sure they are provided with activities and resources that stimulate and challenge them. Staff are quick to praise children's efforts and achievements and make sure they have plenty to occupy them throughout the session. As a result children are well behaved and cooperative.

Children take on small responsibilities whilst at play group. They help staff tidy away at the end of sessions and are given green or yellow sashes to show which area they are tidying up. Children use scissors, glue and a number of recycled materials to create models from their imaginations. These are put into their home bags to take away at the end of the session. This shows staff value children's contributions, which boosts children's self-esteem.

Children are confident to free flow play into the outdoor area. Here they engage in activities with others and play games such as hopscotch, use chalks to mark make on boards attached to the wall and dig in the planting area. Children spend time using fishing nets to scoop all types of toy sea creatures from the water tray, with staff on hand to help identify some of them. Children use building blocks to make a balancing beam, whilst others manoeuvre around the area on tricycles. Indoors children sit at tables making models from plasticine and doing puzzles. Levels of concentration are seen from a child of only three years old determined to finish a 12 piece clock puzzle. This did not go unnoticed by staff who praise him for his efforts. Children are clearly happy and fulfilled in their play.

Children follow routines whilst in the nursery and are learning about good hygiene procedures. For example, they wash their hands prior to snack time and after using the toilet. Children have access to larger play equipment that is rotated and brought out at least once a week to encourage children's physical skills. Children learn about technology as they have access to a laptop and other programmable toys. Diverse resources are available and regular activities are planned to celebrate the festival of other cultures and nationalities. Children demonstrate they are learning to keep themselves safe. For example, they are reminded not to run whilst inside and take part in activities associated with road safety. Trips to local traffic light crossings help children to understand the importance of using designated crossings.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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