

# Hurst Green Busy Bees Playgroup

Evangelical Church Hall, Hurst Green Road, Oxted, Surrey, RH8 9AJ

## Inspection date

05/10/2012

Previous inspection date

30/06/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff take a lead role in establishing partnerships with other settings and agencies to provide children with consistent, coordinated care
- A clear vision for the playgroup, particularly from the manager, leads to improved practice. The manager uses extensive monitoring and self-evaluation processes to identify areas for development and all staff are passionate about improving outcomes for children
- Adults use good questioning techniques, which help children to extend their play, thinking and conversations
- Staff are supportive yet unobtrusive, allowing children to work and play without dominating them. The result is confident and independent children with a good sense of self and belief in their own achievements.

### It is not yet outstanding because

- Staff do not always focus effectively on supporting children's emerging writing skills.
- Staff do not always encourage children to practise their independence skills through daily routines.

## **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector observed children's play and staff interaction, indoors and outside
- The inspector talked with available staff, some parents and held discussions with the manager
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records.

## **Inspector**

Nadia Mahabir

## **Full Report**

### **Information about the setting**

Hurst Green Busy Bees Playgroup registered in 2001 and is managed by a committee. It operates from the Evangelical Church Hall in the village of Hurst Green, close to Oxted in Surrey. Children have use of one main hall and an enclosed outdoor area. The playgroup serves children who live in the local area. There are currently 27 children aged from two to under five years on roll. The playgroup is open five days a week from 9.15am to 1.15pm, during term time only. The playgroup receives funding to provide free early education for children aged two, three and four years. A total of five staff work with the children, one of whom holds a relevant National Vocational Qualification at level 4, and four holding similar qualifications at level 3.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- support children's developing independence skills specifically during snack times by: encouraging children to serve their own food.
- provide further literacy opportunities outside, so that children practise their emerging skills by: including materials for writing during role play and other activities; and through drawing attention to marks, signs and symbols in the environment, including talking about what they represent.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children flourish in this stimulating and welcoming environment. The staff motivate children's learning well, creating enticing activities designed to spark their curiosity. These have a positive impact on learning and development, so that all children make good progress.

The staff team works closely in partnership with parents to fully meet the individual needs of all children attending the playgroup. Staff gather detailed information from parents about children's starting points prior to attending the playgroup. Therefore, the staff have a good knowledge of children's backgrounds and successfully support the individual needs of each family. Effective settling-in procedures, alongside a successful key person system, fully promote children's welfare and sense of belonging. Detailed observations by staff help to identify individual children's next steps well in all areas of learning. Staff use this information effectively to help children progress to the next stage of learning and to prepare for school. Children receive lots of genuine praise for their achievements and they show pride in learning new skills. Children's self-esteem and confidence are strong as a result.

Staff create a homely and inviting environment where children benefit from being able to choose and create their own activities from the equipment available. They play cooperatively, developing lengthy discussions in their imaginative play. Staff effectively engage them in good quality discussions to extend their learning and enjoyment. Children are skilled communicators with a wide vocabulary for their ages as a result. They enjoy singing and listening to stories, which helps to develop their literacy and communication skills. The book area gives them a cosy place where they enjoy and learn to appreciate books. The lack of some literacy resources in the outdoor space restricts learning in this area for those who prefer to learn outdoors, although these children still maintain good progress. The effective use of questioning by the staff is a key strength in the playgroup

and aids the development of the children's skills for the future. Staff are successful in helping children gain particularly useful early mathematics skills. Children use an extensive range of equipment to help them progress in their numeracy and problem solving.

Children manoeuvre cars and scooters confidently to avoid obstacles, showing good coordination skills. They use such equipment as part of their imaginative play, pretending to be stuck in the mud or driving to the shops. Staff successfully support this creativity and extend children's physical skills by relating their play to stories they know.

Children enjoy a good balance of both adult-led and child-initiated play experiences. Parents comment favourably on the care their children receive and state that they are happy with the playgroup. Staff are positive role models who speak politely at all times. Children respond very well to adults and conversations are plentiful.

### **The contribution of the early years provision to the well-being of children**

Easy access to the stimulating outdoor area provides children with good opportunities to extend their physical skills, as well as to enjoy fresh air and exercise. As a result, they balance, swing and climb confidently using a range of materials including climbing frames and wheeled toys. The playgroup provides nutritious snacks and actively encourages parents to supply healthy lunchboxes. This approach effectively supports children's growing understanding of healthy eating.

Children show that they can take care of their personal needs independently. For example, they choose their drinks independently although staff serve snacks for them, so they miss the chance to take on this additional responsibility.

Play is purposeful and staff integrate all areas of learning into activities. Children are happy, active learners as a result. Imaginative play is rich, with children acting out events from home and from experiences in the playgroup. For example, the imaginative play area allows children to develop skills as they dress and feed the baby dolls and arrange the home corner to suit their play. Staff encourage them to explore their surroundings and provide interesting play materials. This approach helps children to gain confidence and skills to enable them to become inquisitive learners.

Children benefit from the successful key person system, which helps them to feel safe through building secure emotional attachments with staff. Children are learning to treat others with respect and this contributes to their good behaviour. Children receive lots of praise for their achievements and they show pride in learning new skills. Children's self-esteem and confidence are strong as a result and they gain good skills for the future. Staff apply effective, clear and consistent boundaries so children fully understand what is expected of them. This process further promotes their understanding and sense of safety both indoors and out as they show that they can move around and play safely.

Staff support children effectively in preparing to transfer to school, such as inviting

teachers into the playgroup to meet children and help to establish initial relationships.

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

The management and staff teams demonstrate a good understanding of promoting children's safety. The premises are safe and secure both indoors and outside and staff supervise children carefully at all times. Staff place a strong emphasis on safeguarding children and understand the procedures to follow if they have concerns about children's welfare. Effective procedures for staff recruitment and induction are in place so that adults working with children are suitable and understand their roles and responsibilities.

The staff team demonstrates a very positive approach towards ongoing training and development and is committed to developing knowledge and understanding of childcare. Staff receive good support from the management team to further their professional development through regular meetings, appraisals and additional training. The management team effectively monitors the educational programmes and children's assessments through regular staff meetings to discuss all aspects of the provision. As a result, the management and staff continually reflect and adapt their practice to benefit children.

Staff meet all children's individual needs well, through strong and effective working partnerships with parents. Parents praise the playgroup for supporting their children during the settling in process, showing delight with the effective key working relationship and their children's development. Parents know that they can raise any concerns with the staff. Their ideas and opinions are valued and contribute to a consistent approach.

The playgroup has implemented good systems for self-evaluation, which enable the identification of areas for improvement. The staff team are dedicated towards improving the provision wherever possible. All staff contribute to self-evaluation processes which identify challenging targets to maintain very high standards. The playgroup has made good progress since the last inspection.

The playgroup has developed effective partnerships with other agencies and services involved in the well-being and learning for all children. They manage the transition to school well to support children at this crucial time. They build on their strong links with other professionals to provide coherent support for children, which greatly contribute to children's well-being .

### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY288334
<b>Local authority</b>	Surrey
<b>Inspection number</b>	814739
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25

<b>Number of children on roll</b>	27
<b>Name of provider</b>	Hurst Green Busy Bees Playgroup
<b>Date of previous inspection</b>	30/06/2009
<b>Telephone number</b>	01883 722796

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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