

Play Place Busy Bees

Brighton Road Baptist Church, 215 Brighton Road, SOUTH CROYDON, Surrey, CR2 6EJ

Inspection date	11/12/2012
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

- Each practitioner has a good understanding of how children learn which means that they plan engaging learning experiences for children. As a result, children make consistent progress in their learning and are keen to try out the many exciting activities on offer.
- Children and staff have formed positive attachments. This helps children to feel secure and develop self confidence.
- Children take part in regular outdoor play to support their well-being and physical skills.
- The manager has implemented effective systems for monitoring the teaching and learning to promote good outcomes for children.
- Staff have built strong partnerships with parents and others to promote children's learning and development.

It is not yet outstanding because

- Children are not consistently encouraged to prepare and serve their own foods to promote their independence.
- Staff do not take all opportunities to further children's understanding of mathematical language in everyday activities.

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 activities in the playrooms and the outside learning environment.
- The inspector held meetings with the manager of the provision and the area manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of views of parents spoken to during the inspection.

Inspector

Linda du Preez

Full Report

Information about the setting

Play Place Busy Bees was registered in 2008. It is a privately-owned pre-school and is one of five settings managed by Play Place Child Care Services Limited. The pre-school operates from a self-contained building to the rear of Brighton Road Baptist Church, in Croydon. Children have access to two group rooms, toilets within the adjacent church hall and a fully enclosed outside play area. The pre-school currently has 20 children on roll between the ages of two and five years. The pre-school is open Monday to Friday, during term time only, from 9am to 3pm. Children attend for a variety of sessions. There are four members of staff who work with the children, all of whom have relevant childcare

qualifications. The pre-school supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school receives funding for the provision of early education for three and four year olds and receives support from the local authority through an early years advisor.

What the setting needs to do to improve further

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

- further extend opportunities for children to develop skills for independence during snack and meal times by regularly involving them in preparing the food.
- increase opportunities for children to use basic mathematical language during everyday play situations; for example, comparing everyday objects, discussing quantities, sizes, and shapes.

Inspection judgements

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

Staff successfully monitor children's progress through observations and assessment and set clear goals for individual children across all areas of learning. This means that staff know children well and all children benefit from engaging and enjoyable activities based on their own development and learning styles. Staff listen to children and are skilled at focusing on what interests them by asking many open-ended questions. This makes children keen to share their thoughts and chat confidently. For example, when children mention volcanoes, staff ask what they are and what they do. Children go on to skillfully explain that volcanoes are mountains that blow fire up through them, just like a dragon blows fire. Children then extend their ideas and thoughts by pretending to buy a spade from the role play area and explain that they are off to "dig around the volcano". This demonstrates how staff focus on children's interests whilst encouraging them to think creatively and share their own unique ideas.

Staff plan for a wide range of mathematical activities. Children enjoy puzzles, problem solving games and sing counting songs. However staff do not always seize opportunities to encourage children to use mathematical thinking throughout their play. For example, they do not consistently encourage children to compare groups of objects or help to count out plates as they are handed out at snack time.

Staff encourage children to explore colour, sound and texture by providing a range of

materials, resources and sensory experiences to support this. For example children become absorbed using scissors, glue, colourful materials, feathers and pens as they create bird shapes and patterns.

Children make the most of opportunities to practise their early writing skills and make marks enthusiastically. For example they draw paths, roads and cars on a giant sheet of paper to create a large road map together. Staff place value on their contributions by praising them and thanking them for their efforts. Staff display signs, words and pictures around the rooms to develop children's interest in print, letters and words. They introduce basic sounds during routines and as a result many children are able to recognise their own name and those of their friends. Children show a great deal of interest in books and enjoy sitting in the cosy, well-resourced book area. They look through story books together and listen intently when staff read stories to them. Staff work hard to ensure that the pre-school provides children with exciting challenges to support their learning and development. Consequently, all children make good progress and develop the skills to prepare them for school and the next stage in their learning.

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

Each child has their own key member of staff who helps them to settle and feel secure at the pre-school. This helps children to develop trusting relationships and attachments with staff. Staff know each individual child very well and are highly receptive to all children's needs. For example, they notice immediately when children begin to lack concentration during story time and sit with them, offering a cuddle and verbal encouragement. As a result children feel reassured and become involved in the story again. This shows that children's personal well-being is given highest priority within the pre-school. Consequently, children are secure and the pre-school maintains a consistent and calm atmosphere.

Children are able to help themselves to resources both indoors and outdoors, so are in charge of making their own decisions. This means that they have time and freedom to explore and become deeply involved in their own choice of activities. However, routines for snack time do not always provide opportunities for children to be involved in the organisation and preparation of food, which means that children are not fully encouraged to develop independence and learn new skills.

Children's good health is encouraged throughout the pre-school. They know to wash their hands after toileting and prior to eating and older children explain that it is important to 'wash the germs away'. Children progress in their physical development and relish playing games using a good variety of equipment such as bikes, and resources to help them develop their balancing skills outside. Children help to pack away toys when they have finished playing and develop an understanding of caring for their environment. The staff team are good role models for the children. They teach them to communicate positively and provide clear guidelines and boundaries to support children's behaviour. As a result, children behave very well and share toys positively.

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

All staff attend regular safeguarding training and understand their responsibilities well. The pre-school has made positive improvements in systems for monitoring risks. Staff implement a good range of safety procedures, such as checking and ensuring that all areas and resources are clean and safe.

The manager is supported by an area manager and together, using self-evaluation, they identify strengths and weaknesses of the provision. They incorporate the views of staff from discussions at meetings and from parents. Furthermore, they use information from discussion with children and observations of their play to ensure that they incorporate their perspective too. Plans for the future include developing the outdoor area to provide children with opportunities to grow fruit and vegetables and develop their interest in the natural world. Management has a committed approach to supporting the staff team in their professional development. They organise in-house training and staff are able to keep up to date with changes in regulations and requirements. As a result of this training staff have a good understanding of how to promote effective learning for all children.

Relationships between parents and staff are relaxed and very well established. Staff gather useful information from parents about children's development, personal traits and routines. Parents are positive about the provision and comment on how happy their children are at the pre-school. Key persons, have regular chats to parents and share learning priorities. This enhances continuity in children's care and progress. The pre-school has developed good partnerships with other professionals and agencies. They request additional support for children when necessary and share information with local primary schools to ease transition to a school environment. This process promotes positive working partnership working and provides continuity for children and their families.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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

Unique reference number	EY387825
Local authority	Croydon
Inspection number	815889
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	20
Name of provider	Play Place Child Care Services Limited
Date of previous inspection	30/06/2009
Telephone number	07786194656

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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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