

Busy Bees Playgroup

Browick Road Infant School, Browick Road, WYMONDHAM, Norfolk, NR18 0QW

Inspection date	20/03/2013
Previous inspection date	23/03/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff have a secure knowledge of the Early Years Foundation Stage and use observations and assessment to plan for children's next steps in their learning. This means that children make good progress in relation to their starting points.
- Partnerships with parents are fostered well, ensuring continuity between playgroup and home in relation to children's learning and care routines.
- Children have access to fresh air daily, which supports their good health and develops their physical skills.

It is not yet good because

- Supervision does not ensure that all staff receive effective coaching to review their understanding of the importance of following the playgroup's security procedures.
- Staff are not consistent in reminding children not to run, which means that children running disturb or fall over onto those playing with toys on the floor.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and the outdoor learning environment.
- The inspector held meetings with the manager and spoke to staff and parents as they collected their children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at a sample of policies and procedures and risk assessment documentation.
- The inspector conducted a joint observation with the manager of the playgroup.

Inspector

Sue Mann

Full Report

Information about the setting

Busy Bees Playgroup registered in 2004. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose built mobile classroom in the grounds of Browick First School in Wymondham and is run by a committee of parents. There is a fully enclosed outdoor play area. The playgroup is open each weekday from 8.45am to 11.45am for three- and four-year-old children, and on Monday, Wednesday and Thursdays from 1pm to 3.30pm for two-year-olds, during term time only.

There are currently 54 children attending in the early years age range. The playgroup employs seven members of staff. Of whom, six members of staff hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff receive effective induction and ongoing training to help them understand their roles and responsibilities, including their role in health and safety issues.

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

- enhance children's understanding of acceptable behaviour and the consequences of their actions on others by ensuring all staff consistently implement the rules of the setting.

Inspection judgements

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

Staff demonstrate a secure knowledge of the Early Years Foundation Stage, as they provide a wide range of activities and experiences for the children. These cover all seven areas of learning, and provide children with suitable challenges. Therefore, children engage in their learning, and enjoy sharing experiences with their friends. Staff carry out regular observations on what children can do, which enables staff to plan effectively to support children's next steps in their learning. Children's interests and parent comments aid the planning of activities, which means that children have plenty of choice and can

offer their ideas each day. For example, children show an interest in playing with an assortment of cars and vehicles. Staff offer the children large sheets of black paper and chalks, which enables the children to draw their own 'roads', which they then use to 'drive' their cars and other vehicles on.

Teaching is effective in supporting children's learning as staff use children's interests to build on their current stages of learning and development. For example, children show an interest in using the computer to practise their alphabet. Simple computer programmes featuring well-known television characters encourage the children to learn how to form the letters of the alphabet. They develop their hand and eye co-ordination, as they move the computer mouse to create the letter on the screen. Staff provide opportunities for children to develop their early writing skills, through a range of relevant resources within role-play areas. Children enjoy writing prescriptions, answering the phone and tapping away at the keyboard to 'book appointments' in the 'Doctor's Surgery' role-play. Staff join in sensitively with children's play, which provides opportunities for the children to pretend to be doctors and nurses. Staff visit the 'surgery' pretending to be patients, and after having their 'blood pressure' taken, have various parts of their bodies bandaged up by the children. Children have plenty of opportunities to develop their language skills, as staff constantly talk to the children about what they are doing. Staff use good questioning techniques and discussions to engage the children, which means that when they come up against a problem, they are able to think about and talk through ways to solve the problem. For example, how to build a house with blocks. As a result, children are developing the skills and attitudes needed to support their next stage of learning, such as moving onto school.

Parents contribute to the children's well thought out learning journals, by adding comments about what they have observed their children doing at home. This develops supportive partnerships between parents and the staff, which enables staff to understand what children can do at home and plan accordingly. This is especially important for the younger children, whose learning and development changes quickly.

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

Overall, children behave well in the playgroup, as they have a set of 'Golden Rules', which helps them to understand what they can and cannot do while in the setting. However, these rules are not always implemented consistently by staff to help children learn about the consequences of their actions on others. For example, children often run about indoors, especially when going from the cloakroom to the garden or coming in from the garden. Staff are not consistent in reminding children not to run, which means that children running disturb or fall over onto those playing with toys on the floor. Children have a secure sense of belonging as they have strong bonds with their key person. A 'buddy' system also ensures that if their key person is not present, children have another member of staff they can turn to for reassurance or help. Key persons support new children to settle easily into playgroup, as they spend time at the beginning of each new care arrangement discussing each child's likes and dislikes with parents and carers.

Children play well together; groups of children enjoy acting out their experiences and

taking on roles in play, such as in the 'Doctor's Surgery'. Staff model the use of appropriate social manners when talking to each other and the children, which means that children are polite while in the playgroup. Children's good health is well promoted through effective and consistent hygiene routines and plenty of fresh air. This supports their well-being and helps to develop their understanding of living healthy lifestyles. Parents provide the children with snack pots, which contain healthy options, such as fruit, vegetables and crackers. Staff provide children with a choice of milk or water from the rolling snack bar, which enables children to learn to recognise when they are hungry or thirsty. Staff ensure that they are aware of each child's individual dietary requirements. This information is passed onto parents via letters, which means that any foods identified to cause allergies, such as nuts, are not brought into the playgroup. Children freely access the outdoor play environment. They go and get their own coats, boots and gloves when they want to play outside, which shows that children have an understanding of what clothes they should wear in the cold weather. They are able to play outdoors in all weathers, as there is a canopy over half the garden area. Children ride around on bicycles and sit and ride toys, and enjoy opportunities to run around.

The playgroup operates from within the ground of the local primary school, which enables staff to support children as they move from the playgroup into the school. The staff take the children over to the school, which enables them to get used to the new bigger environment. Staff support children to learn how to use the big climbing apparatus in the hall, and change for physical education lessons. Children enjoy spending time in the library, where their new teachers read them stories. This enables children to explore their new surroundings safely from the security of their key persons.

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

The manager has a satisfactory understanding of the safeguarding and welfare requirements of the Statutory Framework to the Early Years Foundation Stage. There is a clear understanding of when to contact the regulator, Ofsted. Arrangements for safeguarding children in the playgroup are satisfactory. Incidents resulting in concerns about children's safety and well-being are reviewed and this helps the setting to improve safety procedures. Following a recent incident when a child left the setting unsupervised, the manager has carefully considered the incident and new measures, such as having two members of staff stationed at the door, are now in place to ensure that children are unable to leave the playgroup unsupervised. Although these procedures are still dependent upon staff correctly following the playgroup health and safety procedures. During the inspection, the collection of children at the end of the session was well-managed, demonstrating the improved procedures and practice of staff. This ensures that children leave with their parents safely. However, ongoing training and monitoring of staff is not always effective in ensuring requirements and health and safety measures are maintained. Staff have regular appraisals with the manager and attend team meetings, which provides them with opportunities to reflect on their professional development. Recruitment procedures for new staff are robust, which ensures that all staff undergo the

necessary checks to be suitable to work with children. Staff are well qualified and have attended child protection training, which means that they know what to do should they have a concern about a child.

Risk assessment is reviewed regularly, which ensures that it covers all areas of the playgroup and takes into account any new problems that occur. This demonstrates the manager's ability to be proactive and make changes because of concise action plans. Daily checks of the indoor and outdoor environments ensure that the playgroup is safe for the children who attend. All required child record forms and documentation is in place to support children's well-being and maintain confidentiality.

The manager and staff understand their responsibility in implementing the learning and development requirements, which they do well. Children receive appropriate support, which means that they make steady progress towards the early learning goals. This enables children to be well prepared for the next steps in their learning and/ or their move into school. The staff, parents, and the committee work well together, which enables them to identify areas for future development. This promotes the continuous improvement of the playgroup. For example, they have formulated plans to improve the outdoor play area, by including a digging area and some sensory resources.

Partnerships with parents are positive and support children's learning and development well. Parents receive a good range of information about the playgroup and their children's learning and development progress. Wider partnerships work effectively to support children's care, learning and development. This enables staff to seek advice or support, which ensures that all children make good progress in relation to their starting points.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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	EY291246
Local authority	Norfolk
Inspection number	909086
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	54
Name of provider	Busy Bees Playgroup
Date of previous inspection	23/03/2012
Telephone number	01953 601538

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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, which are usually the childminder's 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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