

# Busy Bees Playgroup

AT7 Centre, Bell Green Road, Bell Green, COVENTRY, CV6 7GP

<b>Inspection date</b>	25/09/2013
Previous inspection date	29/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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

- Sufficient procedures, a secure environment and knowledgeable practitioners help to keep children safe within the setting.
- Children have developed attachments with the practitioners, and are also beginning to develop appropriate relationships with their peers. This helps children to develop confidence and self-esteem.
- Children take part in a wide range of activities that provide appropriate challenge related to their stage of development.
- Care routines are generally good and allow children to develop their own personal hygiene.

### It is not yet good because

- Currently, assessment is too basic to enhance children's learning. The setting is not completing the progress check at age two and this means that a legal requirement is not met.
- Routines, such as snack time and talk time, sometimes disrupt children's play opportunities. Accordingly, children's time to extend their learning and development through play is not fully enhanced.
- There has been a change in nominated person and day to day room manager that has not been communicated with Ofsted. This is an offence and indicates that the nominated person does not have a full understanding of their responsibility.

## **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 conducted a tour of the premises.
- The inspector conducted observations in the main room and the outdoor area.
- Discussions were held with practitioners and the children and the inspector met with the supervisor.
- Documentation was checked and discussed with the supervisor.

**Inspector**  
Ben Hartley

## **Full Report**

### **Information about the setting**

Busy Bees Playgroup was registered in 1991 and is run by Coventry Sports Foundation. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a leisure centre in Bell Green, Coventry. The playgroup serves the city and local area and is accessible to all children. There is an enclosed area available for outdoor play.

The playgroup employs four members of childcare staff. All of these hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday during term time only. Sessions are from 9am until 12noon and 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 24 children attending who are within the early years age group. The setting provides funded early education for two-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- provide parents and/or carers with a short written summary of their child's development in the prime areas when the child is between two- and three-years-old. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected.
- ensure that assessment strategies are developed in order to evaluate children's learning thoroughly. This should include an assessment upon entry and ongoing formative observations that highlight the next steps in children's learning.

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

- adapt routines in order to minimise the disruption that they can sometimes cause to children's play.

## **Inspection judgements**

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

Children take part in a balanced range of interesting activities that are appropriate and based on their interests. The setting utilise the suitable, well-resourced outdoor areas to promote children's physical development. They are beginning to develop the skills required in the next steps of their learning such as independent learning. For example, children demonstrate pride in their achievements and persist with activities for a sustained period of time. Practitioners demonstrate an appropriate understanding of the Early Years Foundation Stage and activities focus on the prime areas of learning. This is appropriate given the age of the children and their stage of development. Resources are well managed and children access them independently. Children are beginning to demonstrate the characteristics of effective learning. For example, in the outdoor environment children are developing appropriate strategies for overcoming obstacles and climbing stairs. This type of learning means that children are reasonably well prepared for the next stage in their development. The setting is devising strategies to promote this further, for example, getting children to recognise some letters that are significant to them.

Communication throughout the setting is reasonable, both with children and parents. The setting works to try and involve parents in children's learning and gather information about their care needs. Practitioners' communication with children is also generally good. They talk with enthusiasm and engage children appropriately, consequently, children are developing effective communication skills. For example, a practitioner is engaging children in a singing activity in the outdoor environment. Children persisted at this activity and used it to communicate in different ways, quietly, shouting, singing and talking. The practitioners also have sound expectations of children in terms of their behaviour, consequently, behaviour management issues that arise are dealt with efficiently.

Practitioners have a sound understanding of children's stage of development and can identify children's strengths and areas for development. However, assessments need to be developed further and made more consistent in order to monitor children's progress. This would also enable activities and planning to be more closely linked to children's stage of development and therefore promote their learning and development more frequently.

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

Children demonstrate evidence of generally good attachments with the practitioners in the setting. This is supported by a key person system that is flexible and based on the children's and families' needs. This also enables the setting to develop sufficient partnerships with parents and gain a knowledge of the background of families. For example, when a boy was finding it difficult to settle, practitioners spoke to him about his family and in particular his brother. They also used information provided by his parents about his preferences to support him. Children have daily opportunities to explore the secure outdoor area as well as other areas of the centre, this helps promote children's physical development. A healthy, nutritious snack is served and water is easily accessible.

The environment is quite hectic, particularly with new children being settled-in. The practitioners deploy themselves appropriately throughout the setting to keep children safe and support children to settle and separate from their carer. Most children within the

setting are quite confident and play independently and with adult support. Practitioners within the setting are trying to use a variety of strategies, such as talk time, to promote children's development. However, consideration does need to be given to how the transitions between activities are managed and the impact that this has on children's play. For example, when children are playing in the outdoor environment their play is stopped in order to take part in talk time. This affects children's time for independent playing and exploration.

Practitioners have a sufficient understanding of care practices, and these are observed and documented clearly. This includes a sound knowledge of children's toileting needs. There are also appropriate procedures in place for accidents. There is a suitable procedure in place to keep children safe within the setting, with practitioners demonstrating a reasonable understanding. For example, practitioners are aware of the surroundings and the importance of keeping the doors locked. This means that people from the rest of the sports centre do not have access to the room or outdoor environment where the children are based.

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

The inspection was brought forward by Ofsted upon receipt of a concern that raised issues relating to aspects of the provision. The practitioners are qualified to fulfil their roles and the environment around the setting is safe. The care that the children receive is adequate, and they make attachments to the practitioners. During the inspection it was found that the setting do not currently undertake a progress check at age two. This is a breach of requirements and the setting must ensure they perform these checks in the future. The inspection also identified that there has been a change in both the nominated person and the manager of the setting. This is an offence and the setting must ensure that Ofsted are informed of all changes in the future.

The supervisor has a reasonable understanding of how to meet the learning and development requirements. The setting also undertakes regular self-evaluation, this means that most aspects of provision are being addressed and areas for improvement identified. It is important that the supervisor now acts upon what has been addressed and actions the improvements that have been identified. The setting communicates well with parents, providing consistent care and allowing them the opportunity to be involved in their children's learning and care. This includes informing them of how their child has been throughout the day and following appropriate procedures when children do not settle. The nature of the environment and the close proximity of the staffing team allows the supervisor to observe practice and support them appropriately. The supervisor does monitor the educational programme, including the planning, which is based on the children's needs and development. This ensures that children are receiving a balanced education across the seven areas of learning. Routines can disrupt children and accordingly their learning and development is not fully extended through their play.

The supervisor has a generally good understanding and gives priority to safeguarding

children. The other practitioners also demonstrate a sound understanding of safeguarding issues and procedures to follow. Children's safety is given due consideration within the setting, this includes ensuring that the outdoor area is safe before allowing children outside. The setting also works in partnership with outside agencies in order to support children with special educational needs and/or disabilities. They also receive regular advice from the local authority advisor.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	223743
<b>Local authority</b>	Coventry
<b>Inspection number</b>	933362
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Coventry Sports Foundation
<b>Date of previous inspection</b>	29/11/2012
<b>Telephone number</b>	02476 665530

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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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