

# Bredhurst Busy B's Playgroup

Bredhurst Village Hall, Hurstwood Road, Bredhurst, Gillingham, Kent, ME7 3JZ

## Inspection date

08/09/2014

Previous inspection date

28/03/2012

## 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 and parents continuously share information, which enables staff to meet children's individual needs, providing positive outcomes for children.
- The strong commitment to evaluation helps to ensure that children benefit from practice that is evolving and improving to meet their needs.
- Staff are skilled at observing children as they play and then adding to experiences, extending on learning.
- Staff are committed to providing a safe and secure environment, developing children's understanding of safety.
- Children play in a warm and welcoming environment. Kind, caring and compassionate staff enable children to settle well, be confident and enjoy pre-school.

### It is not yet outstanding because

- The organisation of snack time does not always promote positive outcomes for children at all times.
- Staff do not always exchange information with other early years settings that children attend about activities that children take part in, to fully enhance children's learning.

## 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 outdoors and indoors.
- The inspector had discussions with staff, parents and children.
- The inspector and the manager observed children as they played.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

## Inspector

Karen Scott

## Full report

### Information about the setting

Bredhurst Busy B's Playgroup is a privately run group offering pre-school care and a holiday play scheme. It opened in 2001 and operates from the village hall in Bredhurst, Kent. Children have access to an enclosed outdoor play area. The playgroup is open on Monday, Wednesday and Friday from 9am to 12 noon, term time only. The holiday play scheme runs for six days during the summer holidays.

The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 14 children on roll for the pre-school and attendance for the holiday scheme is dependent on demand.

There are four members of staff, two of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3. The setting receives funding for the provision of free early education for children aged two, three and four-years.

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

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

- develop the organisation of snack time to ensure positive outcomes for children at all times
- build on relationships with other settings that children attend in order to share information that further supports children's learning and development.

### Inspection judgements

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

Staff arrange the environment to help to ensure that they offer children choice and learning in all areas of development. As staff know the children that they are caring for so well they are able to ensure that favourite activities are available which helps children to settle when they arrive. Staff understand that children learn when they are enjoying play and give them space and opportunities to become highly involved in what they are doing. Children explore the environment, being creative and investigative learners. Staff are skilled at knowing when to interact and when to stand back and let children their own play. Staff observe children as they are play and are quick to extend on activities, and therefore learning. For example, when children showed an interest in mini beasts staff asked questions that encouraged them to think further about what they were looking at.

Children play very well together, taking turns and sharing resources. This is because

adults give high importance to helping children develop their personal, social and emotional skills. Children have high levels of concentration at activities as they are given the space and time to do so. Staff wanted to develop and extend the language they use with children so participated in training to support them do this. This has resulted in children enjoying positive interaction with adults, engaging in interesting conversations and developing good communication skills. Children enjoy one to one and group stories, becoming fully engrossed in what they are listening to. Books are easily accessible and staff have ensured that ones relating to other toys are easily accessible. For example, a child took a book about dinosaurs over to toy dinosaurs, comparing and contrasting what he saw. Adults work closely with parents and carers to help children recognise their names and the sounds that the letters make in them. Children are encouraged to count as they play. Staff help children to develop mathematical knowledge at a variety of activities. For example, when a child was painting with water an adult supported him to make and name the shapes he created.

Children enjoy walks in the local area and playing on large apparatus, which they do with confidence. When playing in cars adults help children to think about positioning, direction and space. Children are developing good control at activities promoting this at appropriate levels. For example, children make marks with water and large paint brushes. Children enjoy painting, being proud of their artwork which they are keen to peg on the garden fence. Musical instruments are easily accessible and children explore the sounds that they make, showing amazement and encouraging others to listen too. Children enjoy outings to places of interest, learning about the local environment. They take care of the plants surrounding the outside area, watering and watching them grow. Children enjoy imaginative play both inside and outdoors. Children take on roles, mimicking what they see adults doing, playing extremely cooperatively together.

Key persons work closely with parents and carers to ensure that they know what children like to play with and where their starting points are so that they are able to support them and provide continuous learning when they start. Staff observe children regularly, assessing learning and development, making plans that extend on children's learning. Recently adapted planning sheets are being used to successfully plan for children's individual learning. Consequently, children are making good progress through the developmental stepping stones. Parents and carers may look at their children's developmental folders whenever they wish. They clearly show the good progress children are making and encourage parents and carers to add their input to them. Parents and carers are continuously sharing what they know about their children meaning that there is a joined up approach to learning. The close partnership with parents and carers is supporting children to be happy and make good progress.

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

Children play in a warm and welcoming environment. Staff arrange toys and resources attractively and they ensure that favourites are available to help children settle. Children make choices about what to play with, enjoying a variety of activities that promote learning in all areas. A photograph album of available resources helps children to choose

from everything that is available and encourages independent learning. Children have formed strong relationships with adults and their friends. They are very pleased to see each other and keen for others to join in their play. Staff are very kind and caring and children feel able to share how they are feeling with them. As adults know the children that they are caring for so well they are able to engage in conversations with them about things of importance and children enjoy this very much. Due to calm and caring staff children feel able to be independent and are confident members of the setting.

Staff prepare children very well prepared for the next steps in their learning. Staff support them to undertake self-help skills, knowing that reassurance and guidance is always close by if needed. Staff work very closely with parents and carers to help children develop self-help skills, resulting in children making good progress in a confident manner. Snack time is a social occasion with children learning about the fruit and vegetables that they are eating. They are encouraged to make choices about what they eat and praised for trying new foods. When children are curious about where foods come from and how they are formed staff are quick to respond and develop their knowledge. Children are encouraged to pour their own drinks and some help with the preparation of snacks, showing good skills. However, snack can be a long process with some children becoming restless which occasionally has a negative effect on their behaviour. Disposable plates and cups are used which does not help children to think about the environment, although they do throw leftovers in the food bin. Children know to wash their hands before eating and discuss the reasons for this. Staff have a strong regard for safety and help children to develop good safety awareness, giving clear guidance and explanations about playing safely. However, they also encourage children to take sensible risks when climbing on apparatus, for example. The playgroup has a very close relationship with the local school which they visit regularly, preparing children emotionally for when they start.

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

Children play in a safe and secure environment. Risk assessments are undertaken daily and staff are very clear of their role in safeguarding children. They ensure that they spread themselves around the setting to be able to fully support children at all times and have good procedures and practices in place to help them keep children safe. Staff are fully aware of what to do should they have any safeguarding concerns about a child and have easy access to information to support them if required. Policies and procedures are detailed and shared with everyone so that all are informed as to the setting's practice.

The setting has a strong desire to improve and deliver a setting that evolves to provide better outcomes for children. Staff have acted upon the recommendations raised at the previous inspection, therefore, improving the setting. For example, self-evaluation has been developed to ensure that strengths are identified and positive action taken to improve outcomes. Consequently, children benefit from attending an evolving setting. Plans for improvement are extremely comprehensive with staff assessing all changes to ensure that they really are beneficial. Children's views on changes and the setting are taken into account and parents and carers opinions sought. Staff appraisals are thorough

and help the setting to improve and make positive changes, including identifying training which staff participate in to build on knowledge and understanding. Staff assess children's developmental progress and activities to help them ensure that children benefit from an interesting and varied curriculum that promotes learning across all areas.

When children attend other early years settings key persons encourage parents and carers to share children's developmental folders with them. However, the setting does not learn about children's achievements and interests at these settings, missing further opportunities to work together to promote positive outcomes for children. When children require further support key persons work very closely with parents and other professionals to ensure that children receive the individual care that they require. This results in children making good developmental progress in a highly supportive environment. Parents and carers are welcomed warmly to the setting. They are encouraged to stay and play and are highly valued by staff as part of children's learning journeys. Parents and carers are very well informed and very involved in the setting. Parents and carers report that they are extremely pleased with their choice of childcare. They particularly appreciate the family environment which offers individual care and educational play.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	127040
<b>Local authority</b>	Kent
<b>Inspection number</b>	842843
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Mary Louise Gough
<b>Date of previous inspection</b>	28/03/2012
<b>Telephone number</b>	01634 231679

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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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