

Busy Bees Playgroup

Barley Hill Cp School, Ludsdon Grove, THAME, Oxfordshire, OX9 3DH



Inspection date

28 January 2015

Previous inspection date

21 September 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Systems for storage of records are not monitored closely enough to ensure complete confidentiality.
- Some large group activities are too long and do not hold children's interest. Therefore, some children do not make good progress during these times.
- Self-evaluation is not rigorous enough to accurately identify strengths and weaknesses of provision in order to drive improvements. Staff skills are developed through regular access to training. However, staff do not have sufficient opportunities to receive feedback on their teaching.

It has the following strengths

- Staff take time to get to know each family well so that children enjoy their introduction to the playgroup. Staff are kind and caring and children quickly form strong attachments to all staff, and in particular to their special person. As a result, children settle quickly, gain confidence and start to learn.
- Parents benefit from informal opportunities to share information at the beginning and end of the session. They value the information they receive from the playgroup about their child's experiences.
- Staff are skilled at using opportunities during play to teach children more about things that interest them. They support children well to become more independent.

What the setting needs to do to improve further

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

- ensure that children's records are stored confidentially at all times.

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

- strengthen group activity planning to ensure that all children taking part are challenged and engaged
- improve the process for self-evaluation so that strengths and weaknesses are accurately identified
- develop the system for staff supervision so that that quality of teaching is more closely monitored and improved.

Inspection activities

- The inspector engaged in a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at documentation, such as evidence of staff suitability, records of children's learning and some policies.
- The inspector observed activities inside and in the outside area.

Inspector

Frances Keavy

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff work with parents to gather information about their child's interests and achievements. They observe children as they play and plan some interesting activities to help them to learn and develop. Staff use assessment information appropriately and work in partnership with other professionals to help individual children to make progress. Children develop communication skills through enjoyable conversations with staff during their self-chosen activities. Staff make the most of opportunities to base teaching around things that interest the children. For example, they encourage children to look through binoculars and to listen to a plane as it flies over head. This helps children to learn about the world around them. Staff also plan large group times. However, these are not always successful because they are not planned to meet the needs of all the children. Therefore, some children do not engage well during these times.

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

The staff provide a safe and welcoming environment for children. They know how to keep children safe because they keep their knowledge up to date. Staff work hard to get to know each child and their family well, and this makes each child feel special. Staff provide effective opportunities to share information with parents. As a result, parents feel informed and are pleased with their child's experiences. Staff set up the environment and use routines to teach children to become independent. For example, they refer to pictures displayed near the sinks to help children learn how to wash their hands. Staff make the most of opportunities that arise naturally to teach children to consider each other's feelings. Therefore, children learn to play together well. Children learn about healthy lifestyles as staff provide regular opportunities for them to exercise and to learn about different foods.

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

The manager has a reasonable understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. However, the system for evaluating the provision is not rigorous enough. For example, it is not clear how records are kept confidential at all times. The manager aspires to provide high quality provision. However, the monitoring of daily practice does not identify weaknesses, such as in the quality of learning during group times. Information from children's progress records is not reviewed to inform improvements. Staff are able to identify and attend useful training courses that interest them. However, systems set up to monitor teaching do not provide staff with enough help to improve their skills. Staff make contact with other settings and effectively share information with parents. This makes sure that everyone works together to support children to learn. Children are well prepared for school because staff have good links with other settings, including the on-site school.

Setting details

Unique reference number	EY424249
Local authority	Oxfordshire
Inspection number	823073
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	41
Name of provider	Lynn Jones
Date of previous inspection	21 September 2011
Telephone number	01844215944

Busy Bees Playgroup opened in 1976 and is privately owned. It is located in the market town of Thame, Oxfordshire. Accommodation consists of a single storey unit with access to an enclosed outdoor play space. It is in the grounds of Barley Hill Primary School. The playgroup receives funding to provide free early education for children aged two, three and four. The playgroup opens every weekday during school term times, from 9.10am until 12.10pm. On Monday and Wednesday there are options for afternoon sessions, including a lunch club, until 2.40pm. On Friday the afternoon session ends at 2.10pm. During the afternoons of Tuesday and Thursday, the playgroup offers sessions from 12.15pm to 2.45pm for younger children. The playgroup employs six members of staff, four of whom hold appropriate early years qualifications.

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