

# Brown Edge Busy Bees

Sandy Lane Centre, Sandy Lane, Brown Edge, STOKE-ON-TRENT, ST6 8QJ



## Inspection date

2 October 2015

Previous inspection date

10 February 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Improvements to observations, planning and assessments have resulted in staff having a clear understanding of each child's learning and development needs. Consequently, children are making good progress.
- The leadership team has a clear drive for improvement. Targeted action plans support staff training needs to improve the knowledge and skills of the team. Staff performance is monitored regularly to ensure the quality of teaching is good and improving.
- Staff training has improved how behaviour is managed in the setting. Children have consistent expectations and boundaries for behaviour, resulting in well-behaved and well-mannered children who show respect for each other and those around them.
- Strong relationships with parents and other providers support children's needs and help to prepare them for their move to school. Effective partnerships support good practice and information sharing promotes consistency of children's care and learning needs.
- Children access the outdoor play area frequently throughout the day for fresh air and exercise. The area is well resourced and promotes children's all-round development.
- Strong key-person systems ensure that children's emotional well-being is promoted.

### It is not yet outstanding because:

- Although the tracking and monitoring of individual children's progress has improved, the monitoring of different groups of children is not yet fully effective.
- Staff do not always make best use of opportunities to extend children's understanding and awareness of counting and numbers.

## What the setting needs to do to improve further

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

- extend the monitoring and tracking of children's progress to include the different groups of children, ensuring that any identified needs are highlighted quickly so that appropriate interventions can be sought
- extend the use of mathematics in daily routines to further enhance children's knowledge and understanding of counting and numbers.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the manager, the staff and children at appropriate times during the inspection. She took account of the views of the parents and carers spoken to on the day of the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at the setting's self-evaluation form, children's records, policies and procedures and planning documentation.
- The inspector checked for evidence of the suitability and qualifications of the staff working with the children.

### Inspector

Lynsey Hurst

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff have a good understanding of child protection and safeguarding arrangements are effective. Clear policies and procedures support daily practice and ensure that children are kept safe and protected from harm. These are reviewed regularly to ensure they are in line with changes to legislation. The manager demonstrates a good understanding of how additional funding will be used to support children's needs to narrow the gaps in the learning and development outcomes. Tracking and monitoring of children's progress has improved since the last inspection. However, monitoring the progress of the different groups within the setting is being developed further through training. Supervision systems support staff in increasing their knowledge and skills through training and performance management. This is then used to enhance the quality of teaching and the learning opportunities.

### Quality of teaching, learning and assessment is good

Partnerships with parents are good. Parents provide regular information regarding their children's learning at home to support starting point and ongoing assessments. Staff have a clear understanding of children's needs and ensure children's next steps for learning support planned learning experiences. Staff interact well with children supporting their individual needs. Children use their imagination during creative activities, exploring a range of materials and media independently. Children's language development is well promoted. Staff engage children in meaningful conversations to extend their vocabulary. There is scope to improve children's understanding and awareness of mathematics, as not all opportunities to count and identify numbers within daily routines are made best use of.

### Personal development, behaviour and welfare are good

Children are provided with a good range of resources. They are provided with opportunities to develop independence in self-chosen activities. Children are happy and settled and demonstrate secure attachments with staff. Staff deploy themselves well and provide children with the necessary support and guidance they need to develop their independence skills. Individualised settling-in sessions support parents to feel confident about leaving their child. Staff support children to manage risks. They question the children about safety and considering others when using tools and equipment. Children are provided with nutritious snacks and drinks and staff talk to them about healthy options and the importance of a healthy diet.

### Outcomes for children are good

All children, including those who receive funded early education, are making good progress. The range of learning opportunities ensure that children are well prepared for the next stage of their learning. Individual tracking and monitoring of progress is being used to ensure that children's progress is sustained over time and any gaps are identified quickly. All children are motivated and eager to participate in the range of learning opportunities that are available.

## Setting details

<b>Unique reference number</b>	218104
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1010997
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Brown Edge Playgroup Committee
<b>Date of previous inspection</b>	10 February 2015
<b>Telephone number</b>	01782 505246

Brown Edge Busy Bees was registered in 1976. The playgroup employs six members of childcare staff. All staff hold appropriate early years qualifications, including three at level 2, two at level 3 and one at level 6. The playgroup opens from Monday to Friday, term time only and offers a holiday club on Tuesday and Thursday during school holidays. Sessions are from 9.15am until 3.15pm on Tuesday, Wednesday, Thursday and Friday, and 9.15am until 12.15pm on Monday. The playgroup provides funded early education for two-, three- and four-year-old children.

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