

# Busy Bees Playgroup

Castle Hill Primary School, Abbotswood Road, Brockworth, Gloucester,  
Gloucestershire, GL3 4NU



**Inspection date** 19 October 2015  
Previous inspection date 13 January 2011

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

## Summary of key findings for parents

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

- Management and staff do not make accurate assessments of children's skills and knowledge when they join the setting or monitor their ongoing learning. Staff do not always challenge children to make good progress or inform parents about how their children are learning and developing.
- Systems used to evaluate practice do not give management an accurate view of the quality of the provision and areas for improvement.
- Although staff work well together as a team providing support to each other, management does not use staff supervision effectively to raise the quality of teaching to a consistently good standard.

### It has the following strengths

- Children have access to a wide range of play activities and experiences. The resources are well organised to enable children to make independent choices about their play.
- Staff are attentive to children's needs, enthusiastic and friendly. Children enjoy their play and form secure attachments with staff and one another. This successfully contributes towards children's emotional well-being.
- Children enjoy learning outside. The well-planned garden provides them with lots of space and resources to develop their imaginations.
- Staff form strong links with the Reception Class at the school. Children make visits and join in with school activities. This helps them prepare for the next stage in their learning.
- Staff are keen to improve their skills through further training and bring new ideas to the setting to develop children's opportunities for learning.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ use assessment and information from parents to monitor children's learning, including their starting points when they first attend, to ensure they are consistently challenged to make good progress in their learning	19/12/2015
■ use staff supervision to identify weaknesses in practice and improve the quality of teaching.	19/12/2015

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

- use self-evaluation more effectively to monitor all aspects of the provision and improve outcomes for children
- involve parents more closely in supporting their child's learning at home and in the setting.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector sampled documentation and children's development records.
- The inspector spoke to some parents to obtain their views on the provision.
- The inspector observed interactions between children and staff.
- The inspector conducted a joint observation with the manager.

**Inspector**  
Caron Lubin

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. All staff have up-to-date safeguarding training. They are clear of their responsibilities and know the procedures to follow should they have a concern. The manager follows recruitment and vetting procedures to check staff suitability to work with children. All staff working with the children attend further ongoing training to help them develop their knowledge. Play areas are set up in an interesting way and staff involve themselves enthusiastically in children's play, which helps children become engrossed in learning. However, monitoring of each child's skills and knowledge is not consistent. Staff do not always provide children with challenging learning experiences that enable them to make good progress. Staff ensure the session runs smoothly. However, management does not review staff practice or children's learning effectively to ensure they have a clear view of what works well and areas to improve.

### **Quality of teaching, learning and assessment requires improvement**

Children enjoy a wide range of learning experiences, indoors and outdoors. Resources in the garden inspire children to play exciting games; for example, a covered area became a racing bike garage where children pretended to fix their bikes. However, staff do not have a clear understanding of each child's development or next steps so do not always extend them. Nevertheless, staff give children time to think and ask appropriate questions to help them plan ways to solve a variety of problems and develop their mathematical skills and language. For example, children considered how to build a brick tower when some bricks were triangle shaped.

### **Personal development, behaviour and welfare are good**

Staff have a good system of settling children when they start at the setting. Staff are friendly and approachable and each child has a key person. Parents feel supported and children settle quickly. Children form close attachments with staff and are confident and happy in the setting. Children are encouraged to learn respect for each other. Staff praise children's achievements and show how much they are valued. For example, they take photographs of the work children are proud of. This helps children develop their self-esteem, a characteristic that helps them as they move on to school. Children's behaviour is good. Staff provide many interesting things for children to do and explain any rules so children understand how to behave.

### **Outcomes for children require improvement**

Overall, children enjoy their time at the pre-school. They learn to be independent in their self-care skills and choosing the resources and activities they enjoy. However, staff do not effectively monitor their progress to ensure they consistently challenge them and close any gaps in their learning.

## Setting details

<b>Unique reference number</b>	101780
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	839131
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Busy Bees Playgroup Committee
<b>Date of previous inspection</b>	13 January 2011
<b>Telephone number</b>	01452 541183

Busy Bees Playgroup registered in 1980. It operates from a room within Castle Hill Primary School in Brockworth, Gloucester. The playgroup operates each weekday during school term time from 9am to 12 noon on Monday and Friday and from 9am to 3pm on Tuesday, Wednesday and Thursday. There are seven staff; of these, four staff hold early years qualifications at level 3 and two staff hold qualifications at level 2. The playgroup provides free early years education for children aged three and four years.

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