

Busy Bees Playgroup

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



Inspection date	28 January 2016
Previous inspection date	28 January 2015

	This inspection:	Good	2
The quality and standards of the early years provision			
	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

- Staff carry out regular observations and plan towards children's next steps in learning accurately. Children, including those who have special educational needs, make good progress in their all-round development.
- Partnerships with parents are good. Staff share a two-way flow of information with parents and encourage them to continue their children's learning at home.
- Children learn about diversity in their everyday activities. Staff provide a wide range of resources to help children begin to compare similarities and differences in others.
- Staff provide lots of opportunities for children to develop and lead healthy lifestyles. Children choose to spend long periods outside playing and getting fresh air.
- The manager encourages staff to attend training to improve their knowledge and skills. Staff share their new learning with each other and incorporate it into their practice effectively. For example, they held group sessions using ideas from training to strengthen children's communication and language skills. Children are confident speakers.

It is not yet outstanding because:

- Children are not always given time and plenty of chances to share their ideas and knowledge in conversations with all staff.
- Staff miss some opportunities to encourage children to manage small tasks for themselves to build their independence further.

What the setting needs to do to improve further

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

- increase the opportunities for children to share their ideas and knowledge, particularly providing them with sufficient time to respond in all conversations
- make the best of everyday routines and activities to extend children's independence in readiness for school.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the children, staff and the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback.
- The inspector looked at a range of relevant documentation relating to safeguarding, and staff suitability, as well as policies, procedures and progress records.

Inspector

Helen Harnew

Inspection findings

Effectiveness of the leadership and management is good

The manager writes accurate self-evaluations, which help her to prioritise improvements to the provision. She works in close partnership with other professionals to reflect and enhance practices to improve the outcomes for children. For example, they have improved the systems they use to record observations of children's learning. This has helped staff to plan more accurately towards children's next steps in learning and identify areas for further support. Safeguarding is effective. All staff are fully aware of the procedures to follow if they have a concern about children's welfare. They attend training regularly to update their knowledge. Staff carry out regular daily safety checks in and around the premises to help minimise any potential risks and keep children safe.

Quality of teaching, learning and assessment is good

Staff plan lots of activities and experiences to help children develop their literacy skills. They use exciting resources successfully, such as foam, to encourage children to make different marks or shapes and practise writing. Children take part in stories and confidently link pictures to words. They enjoy sharing books with each other. Staff constantly introduce mathematics into children's play and daily routines. For example, they challenge children to find different shaped objects around the environment. Parents share their positive views on the playgroup, saying that their children are making good progress and they feel well informed of their children's achievements and learning needs.

Personal development, behaviour and welfare are good

Staff have close relationships with children and respond to their care and learning needs sensitively. Children show good levels of security as they explore the environment with confidence. They learn about how to manage their feelings and make relationships with others through activities that staff provide. Children learn about the different ways that they can help each other and be kind to their friends. They behave well. Staff provide nutritious snacks and drinks for the children to promote healthy eating. Partnerships with other professionals and settings are good. Staff share plenty of information with other settings. School teachers visit the playgroup to meet children and share information about children to help the settling-in procedures when children move on to school. Other professionals, such as childminders, speak positively about the playgroup staff and the feedback they provide to offer continuity of care for children.

Outcomes for children are good

Children make good progress, given their starting points. They are confident and active learners and learn new skills to help to prepare them well for the move to school.

Setting details

Unique reference number	EY424249
Local authority	Oxfordshire
Inspection number	1036167
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	40
Name of provider	Lynn Jones
Date of previous inspection	28 January 2015
Telephone number	01844 263459

Busy Bees Playgroup registered in 1976 and is located in Thame, Oxfordshire. It opens every weekday during school term time, from Monday to Friday between 9.10am and 2.45pm. There are also sessions for two-year-olds running on Tuesday and Thursday afternoons between 12.15pm and 2.45pm. The playgroup employs five members of staff, four of whom hold appropriate early years qualifications. It is in receipt of funding for the provision of free early education for children aged two, three and four years.

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