

# Busy Bees Playgroup

Browick Road Infant School, Browick Road, Wymondham, Norfolk, NR18 0QW



## Inspection date

13 July 2016

Previous inspection date

20 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
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:

- The starting points for children's learning and development are not always established and observation, assessment and tracking of children's development are unclear. As a consequence, it is difficult to accurately monitor children's progress.
- Monitoring procedures, including assessments of children's learning and development and staff performance, are not sufficiently robust to identify and target areas for improvement.
- The daily routine is not sufficiently flexible to ensure that all children, particularly the younger children, benefit from enough time to explore the resources without interruption.

### It has the following strengths

- The well established key-person system means that staff know their key children and their families well. Consequently, children are happy and demonstrate that they feel safe and secure and their emotional well-being is supported.
- Staff promote good behaviour with positive praise and rewards. Consequently, children behave well, are forming good relationships and play well together.
- Staff build positive partnerships with parents and with local schools, which supports a collaborative approach to children's care and learning. This helps to prepare children for times of change and the move to school.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- implement a consistent system for initial and ongoing assessment to accurately monitor and track children's progress and use this information to inform the planning of challenging activities that sharply focus on their precise learning needs, therefore supporting them to make the best possible progress. 05/09/2016

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

- monitor the delivery of the educational programmes to ensure that identified areas for development are effectively targeted and improvements made, in order to check that all children make good or better progress in their learning
- monitor the daily routine to improve the quality of children's learning by providing more opportunities for sustained and uninterrupted play.

## 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 carried out a joint observation with the manager.
- The inspector took account of the views of children, parents and staff spoken to on the day of inspection.
- The inspector sampled a range of records, including children's learning journeys, staff training certificates, staff suitability checks and the playgroup's self-evaluation plan.

## Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have a clear understanding of the signs and symptoms of possible abuse and how to report any concerns regarding a child's welfare. Effective vetting and recruitment procedures are in place. The manager monitors staff performance through regular supervisions and appraisals. However, defined targets for improvements to staff practice have not yet been established. In addition, procedures to monitor the delivery of the educational programmes, including assessments of children's progress, are not consistently rigorous across all areas of their development. Consequently, any gaps in children's learning or areas where they may need extra support are not always clearly identified.

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

Children receive a warm welcome at this friendly playgroup. They have access to a range of toys and resources indoors and outside covering all areas of learning. However, at times the daily routine restricts children's opportunity for sustained periods of exploration and play. Staff interact with children skilfully, pose appropriate questions to extend and challenge their learning, and give children time to respond. The playgroup has some systems for observing and assessing children's progress. However, there is a lack of information about children's starting points and capabilities. This means that there is little evidence to show how much progress children are making. Consequently, the planning of activities is not always sharply focused on children's precise learning needs.

### Personal development, behaviour and welfare are good

Staff have a caring approach and are sensitive to children's individual needs. The key-person system is effective and staff know their key children and families extremely well. This means that children settle quickly into the playgroup and that their emotional well-being is supported. Parents comment on how much their children enjoy their time at the playgroup and how well supported they are by the staff. Behaviour at the playgroup is very good because staff are effective role models and share consistent expectations. Complying with these expectations means children enjoy their playgroup experiences and have some emerging skills to underpin their eventual move to school. Parents are supported to provide nutritious snacks as part of their child's healthy diet and children wash up their own cups as they develop good levels of independence. Children have plentiful opportunities for play and exercise in the well-resourced outdoor area.

### Outcomes for children require improvement

Most children at the playgroup are working comfortably within the range of development typical for their age. Children develop some of the key skills needed for the next stage in their learning, particularly in terms of their emotional development. However, the lack of starting point assessments means that the information on children's learning and development is too unreliable to have a clear and accurate view of children's progress.

## Setting details

<b>Unique reference number</b>	EY291246
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1028182
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Busy Bees Playgroup Committee
<b>Registered person unique reference number</b>	RP524803
<b>Date of previous inspection</b>	20 March 2013
<b>Telephone number</b>	01953 601538

Busy Bees Playgroup registered in 2004. The playgroup employs eight members of staff. Of these, seven hold appropriate early years qualifications at level 2 and above, including one with qualified teacher status. The playgroup is open each weekday during term time. Sessions are from 8.45am to 11.45am for three- and four-year-old children, and on Monday, Wednesday and Thursdays from 1pm to 3.30pm for two-year-olds.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

