

# Busy Bees Playgroup

St Andrews Church Hall, Preston Grove, Yeovil, Somerset, BA20 2BQ



## Inspection date

1 February 2017

Previous inspection date

18 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Children are well supported, make good progress and behave positively. The quality of teaching is of a consistently good standard and children get involved in well-planned activities.
- Staff are skilled at assessing children's development. They plan effectively with their progress in mind. Staff use tracking to identify any gaps in children's learning. This is helpful for all children, and particularly those who have special educational needs.
- Staff and parents form very real and positive relationships. The manager has introduced a range of events for parents and children. This helps parents get involved with their children's progress at the setting, as well as at home.
- The manager evaluates the quality of the provision effectively. She identifies training programmes with the specific needs of children in mind. For example, staff have adapted provision to better support children who are learning English as an additional language.

### It is not yet outstanding because:

- At times, staff miss opportunities to extend and support children's independent attempts at writing.
- Opportunities for children to explore and represent their creative ideas are not always as effective as the support for learning in other areas.

## What the setting needs to do to improve further

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

- make better use of opportunities that arise to support and extend children's early writing skills
- provide more opportunities for children to explore their own ideas to support their creativity.

### Inspection activities

- The inspector spoke with children and parents and took their views into consideration.
- The inspector observed staff's interactions with children across the setting.
- The inspector looked at documentation, including children's learning journals.
- The inspector conducted a leadership and management meeting with the manager.
- The inspector conducted a joint observation with the manager.

### Inspector

Angela Cogan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a good understanding of child protection issues and safeguarding procedures. Managers are skilled at evaluating the quality of the provision and this helps to improve outcomes for children. Staff have introduced a range of activities specifically with the developmental needs of two-year-olds in mind. For example, children enjoy filling and emptying pots and pans in a mud kitchen and improve their mathematical understanding as they play. Staff and managers use their qualifications and vast experience effectively. Children are well prepared for their move to school. Managers and staff have worked hard to build strong and meaningful relationships with other settings, helping children experience continuity.

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

Staff carefully consider each child's next stage of development. For example, children enjoy a practical mathematics session as they count sausages in a pan, practice subtraction and find new totals. Staff encourage children to handle books with care, notice details in the illustrations and improve their reading skills. Children make up imaginative games which they find engaging and interesting. For example, they play in a pretend caf and use real potatoes and carrots. They practise counting, sorting and ordering with them. Children tell a story using a jungle scene and puppets. Staff teach them about story plot and characters, and children develop positive skills in readiness for school.

### Personal development, behaviour and welfare are good

Children use impressive social skills. They build great friendships and often think about the feelings of others. Children have firm bonds with their special key person. They are secure, confident and happy. Staff are skilled at helping children resolve conflict. Children learn to share, and respect the rules and boundaries. Children spend lots of time outdoors and take part in a wide range of activities. They learn to negotiate space and improve their physical skills, for example, as they dance to music.

### Outcomes for children are good

Children are motivated and eager to take part. They enjoy opportunities which are planned in response to their individual ideas and interests. For example, they love dressing up as superheroes and play elaborate imaginative games together. Children have a love of learning and develop a range of positive attitudes and skills.

## Setting details

<b>Unique reference number</b>	143151
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1070344
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Anna-Marie Fischer
<b>Registered person unique reference number</b>	RP511953
<b>Date of previous inspection</b>	18 September 2014
<b>Telephone number</b>	07851359739

Busy Bees Playgroup registered in 2000. It is in Yeovil, Somerset. It opens during school term times from 9am to 11.45am on Monday to Thursday and from 9am to 2.45pm on Friday. Occasional sessions are offered during the school holiday periods dependent on demand. The setting receives funding for the provision of free early years education for children aged two, three and four years. The owner/manager holds a qualification at level 4. She is supported by a team of four staff; of these, one holds qualified teacher status and three hold qualifications at level 3.

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