

Busy Bees Pre-school Playgroup

Grange Lane, Littleport, Ely, Cambridgeshire, CB6 1HW



Inspection date

28 March 2017

Previous inspection date

18 November 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The provision is not effectively managed. Children's safety and welfare is compromised because procedures for checking and vetting committee and staff to ensure their suitability are not robust. Additionally, information about children is not handled appropriately.
- The management committee does not ensure that the managers and staff are well-equipped to fulfil their roles and responsibilities of working with children effectively. This has a negative impact on the children's learning and care needs.
- Staff do not always have good knowledge of children's abilities. Teaching is not well matched to their needs to help them to make progress relevant to their individual abilities.
- Staff are not deployed effectively throughout play sessions to engage children in meaningful activities that progress their learning.
- Staff do not implement strategies that are in place to help children gain an understanding of acceptable behaviour.

It has the following strengths

- Children spend time outside in the fresh air daily. They explore a range of resources using their whole bodies. For example, they crawl through tunnels, dig in the mud pit and jump in hoops.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ supply Ofsted with the necessary information to carry out suitability checks on all committee members	28/04/2017
■ provide evidence of DBS for every member of staff	28/04/2017
■ ensure information relating to children, including those of sensitive nature is handled in a way that ensures confidentiality	28/04/2017
■ ensure all staff have the appropriate training, skills and knowledge and a clear understanding of their roles and responsibilities	28/04/2017
■ improve the quality of teaching so that all staff respond to each child's emerging needs and interests, guiding their development through positive interaction	28/04/2017
■ implement an effective method of observing, assessing and tracking children's development to identify next steps in learning and plan for their individual needs	28/04/2017
■ deploy staff effectively to ensure children needs are met	28/04/2017
■ ensure strategies used to manage children's behaviour are implemented effectively.	28/04/2017

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 staff and children at appropriate times throughout the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the acting manager.
- The inspector held a meeting with the acting manager and business manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

Inspector
Elke Rockey

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are ineffective. Not all adults who have access to children have been fully vetted. Ofsted has not been notified of changes to members of the committee, and appropriate checks have not been carried out. This puts children at risk. Furthermore, careful consideration has not been given to who should be handling confidential information. This has presented a conflict of interest with matters of a sensitive nature. The committee who lead the pre-school do not enable staff to effectively carry out their job roles. The highly qualified acting manager has identified some underperformance among staff. However, the committee has failed to ensure that effective action has been taken to raise the quality of staff's teaching skills. This has a negative impact on the progress of children in the pre-school. Supporting agencies have provided training to both the committee and staff, however, these have had little impact to improve the quality of the provision. Staff are aware of the signs of possible abuse and understand how to refer any concerns. Suitable recruitment procedures are in place for new members of staff. Professionals attend the setting to support disabled children and those with special educational needs. Systems are in place to ensure the security of the children.

Quality of teaching, learning and assessment is inadequate

Teaching is weak. Staff do not consistently observe children. The planning to support children's next steps in learning are not implemented effectively. Children try to complete puzzles but lose interest when no member of staff is available to encourage them to persist. Extending children's thinking is variable between staff. For example, some staff ask a lot of questions that children already know the answer to. Staff are working in partnership with parents to support communication and language skills. For example, a speech activity bag is shared so that parents can support learning at home. A parachute game delights the children as they listen to instructions to run under it.

Personal development, behaviour and welfare are inadequate

Staff are not deployed effectively. While some continue to carry out organisational tasks, others are not ready to implement activities causing disruption to the routine. This has a negative impact on the quality of teaching. Despite the weaknesses in safeguarding, children have made attachments with staff and explore the resources available to them. They independently wash their hands before meal times. Staff implement hygiene routines to help promote children's ongoing health and well-being. Children have some opportunities to learn about keeping themselves safe. They use safety knives to cut up fruit and steer ride along toys with control.

Outcomes for children are inadequate

Children do not make good progress in their learning. Some groups of children do not meet age related expectations. This is because even though strategies and specific next steps are in place, they are not being implemented by staff consistently. The impact of spending specific funding to support children's learning is not clear due to the weaknesses in teaching. Staff encourage children to listen to stories at small group times. Older

children practise writing their name learning to control the pencil. However, children are making insufficient progress in developing the essential skills needed for their next stage of learning, or in preparation for starting school.

Setting details

Unique reference number	221727
Local authority	Cambridgeshire
Inspection number	1088793
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	50
Number of children on roll	62
Name of registered person	Busy Bees Playgroup (Littleport) Committee
Registered person unique reference number	RP518997
Date of previous inspection	18 November 2015
Telephone number	01353 968606

Busy Bees Pre-school Playgroup was registered in 1992 and operates from a purpose-built building in the grounds of the primary school. Opening times are Monday to Friday from 8.50am to 2.50pm, during school term times. The pre-school provides funded early education for two-, three- and four-year-old children. There are 7 staff employed, including the manager. Of these, one staff holds a qualification at level 6, four at level 3 and two at level 2.

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.

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