

Bredhurst Busy B's Playgroup

Bredhurst Village Hall, Hurstwood Road, Bredhurst, Gillingham, Kent, ME7 3JZ



Inspection date

8 December 2017

Previous inspection date

8 September 2014

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

- Staff establish positive relationships with children and get to know their individual personalities well. Children develop a good sense of belonging and positive well-being.
- Parents are well informed and involved in their children's learning. For example, staff share children's achievements daily and regularly inform them of early years updates.
- Children develop good independence to support their future learning. For instance, they choose their own play and find their own belongings with confidence.
- There is good use of the local community to build on children's learning. For example, they walk to the post box to post letters and eagerly await the postal worker's arrival.
- Children learn to respect and understand other people's similarities and differences from around the world. For instance, they explore traditions of other countries and religious beliefs, such as dressing in saris and playing Aboriginal bongos.
- All staff build good links with other early years professionals. For example, the manager regularly meets with the settings children also attend, to share their good progress. This helps provide them with a good, consistent approach to their shared care and learning.

It is not yet outstanding because:

- Staff do not make the most out of opportunities to fully engage children in developing their early reading skills and enabling them to enjoy quiet and relaxing times.
- The manager and staff are not making the best use of how they monitor the progress of different groups of children to ensure planning is highly beneficial to every child's learning needs.

What the setting needs to do to improve further

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

- review and improve the opportunities for children to engage in learning experiences that help extend their early reading skills and enable them to relax
- build further on the systems used to monitor and track the progress of different groups of children, to help make planning more effective and concise.

Inspection activities

- The inspector observed staff interactions with children and assessed the impact on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation of an activity with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager closely monitors the consistency of teaching that staff provide to children. For example, she observes staff daily and provides them with constructive advice to support their practice. This helps to make sure that children remain engaged and interested in their learning. The manager and staff work effectively together to evaluate their current practice and they are keen to make positive changes. For example, they have recently developed children's learning in more independent snack routines. The manager and staff are proactive with regards to extending their knowledge and skills even further. For example, they attend regular training and learn different good practice ideas. Safeguarding is effective. The manager and staff have a good understanding of the safeguarding policies and procedures that help protect children's safety and welfare.

Quality of teaching, learning and assessment is good

The manager and staff closely monitor children's individual progress. This helps them to highlight any gaps in their individual development promptly. They provide children with beneficial support to help close any gaps at a good rate. Staff effectively support children to prepare for their future move to school. For example, older children learn to write simple words and younger children confidently give meaning to marks they make. Children are eager to communicate their ideas and staff ask challenging questions to encourage their thinking and speaking skills. Staff build on children's play well. For instance, after enjoying a story about a robot, children are encouraged to bring their ideas of how a robot might move during role-play activities.

Personal development, behaviour and welfare are good

Staff are positive role models. Children are polite and behave well. Children show empathy for others. For instance, they kindly ask their friends if they are okay if they seem a little disappointed during team games. Children learn the importance of healthy eating. They are keen to explore and taste a good range of nutritious food at snack time. Children develop good physical skills. For instance, they build obstacle courses to explore the different ways they can move, such as bouncing on trampolines and crawling through tunnels.

Outcomes for children are good

Children of all ages make good progress in relation to their individual starting points. They develop good abilities to support their future learning. For example, they gain positive mathematical skills, such as confidently counting to 20. Children learn respect towards others in the world around them, as they participate in fundraising events and send festive cards to the armed forces. They learn about complex ideas, such as democracy when they participate in daily votes for their favourite books at story times.

Setting details

Unique reference number	127040
Local authority	Kent
Inspection number	1070211
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 - 3
Total number of places	24
Number of children on roll	12
Name of registered person	Mary Louise Gough
Registered person unique reference number	RP512499
Date of previous inspection	8 September 2014
Telephone number	01634 263 929 or 07525 749 802

Bredhurst Busy B's Playgroup registered in 2001. It is located in Bredhurst, Kent. The playgroup is open Monday, Wednesday and Friday from 9am to midday, during term time only. The provider receives funding to provide free early education for children aged two and three years. There are three members of staff, one of whom holds a relevant early years qualification at level 3 and one holds a relevant early years qualification at level 5.

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