

Busy Beavers Playgroup

Old Catton Village Hall, Church St, Old Catton, Norwich, Norfolk, NR6 7DR



Inspection date

13 March 2018

Previous inspection date

25 November 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

- Management and staff organise the playgroup effectively. They evaluate the quality of the provision to help ensure that children are provided with a good level of care, teaching and learning. The legal requirements are met.
- Staff plan the playroom thoughtfully to support all ages of children to engage in purposeful play. Children benefit from a varied range of toys and resources to support their learning.
- Staff promote children's speech and language skills effectively, including those who speak English as an additional language. They engage children in conversation, challenge their thinking and give them time to consider questions before answering.
- Children are happy and settled. They feel safe and secure in their relationships with staff. They develop close emotional attachments, confidently seeking out staff to share in their play.

It is not yet outstanding because:

- The supervision of staff is not regular enough to be a fully effective aid to monitoring, supporting and raising the quality of staff practice to a higher level.
- Children's play and learning are sometimes interrupted. Staff do not always give children the opportunity to complete activities of their choosing before moving on with the routines of the day.
- Staff do not always pronounce initial sounds accurately when supporting children's developing awareness of naming and sounding the letters of the alphabet.

What the setting needs to do to improve further

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

- extend the existing systems for evaluating and monitoring staff performance to continue to strengthen and build on the already good practice
- improve opportunities for children to play without interruption, supporting them to complete self-chosen tasks to their satisfaction
- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly, further promoting their early reading skills.

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 spoke with staff at appropriate times throughout the inspection and completed a joint observation with the supervisor.
- The inspector held a meeting with the provider and supervisor. They also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The management team actively supports the staff in their work. Staff are enthusiastic and motivated. They work well as a team to meet children's individual care and learning needs. The learning and development requirements are monitored effectively to ensure that individual children are making good progress from their starting points. Gaps in children's learning are identified and addressed. Partnerships with parents are friendly and trusting. Parents are kept well informed about how well their children are learning and developing. Staff understand their responsibility to protect the well-being of children. All staff attend training in child protection to ensure that they are fully aware of the indicators of abuse and know the process to follow if they have a concern.

Quality of teaching, learning and assessment is good

Staff know the children well. They talk confidently about where children are in their learning and what they need to do to support their continuing progress. Staff are confident to carry through their findings into planning. Children are fully included in the planning process. They decide as a group what resources they want out, using the toy directory book of photographs to make their choices. Children are encouraged to develop their individual creativity. For example, when creating paper plates of food using collage materials, staff respect children's decisions, such as using pink tissue paper to represent a satsuma. Children enjoy stories in small groups. They sit with staff to look at books together and talk enthusiastically about the illustrations.

Personal development, behaviour and welfare are good

Children's move from home to the playgroup is managed well. Parents appreciate that settling-in procedures are tailored to their individual needs. Each child has a named person to take responsibility for ensuring that their care and learning needs are met. Children respond positively to the high expectations of staff. They talk each morning about the 'golden rules' to help children remember and understand what is expected of them. Staff talk to children calmly, gently reminding them about using walking feet and kind hands. Children develop good friendships and play harmoniously together. Staff support children who have special educational needs and/or disabilities well. The member of staff responsible for supporting these children is knowledgeable and passionate about her role, helping to ensure that they make the best possible progress. Staff support children to develop positive attitudes to others and learn about the wider world.

Outcomes for children are good

Children make good progress from their starting points and develop the key skills needed for school. Children are confident and independent learners who readily lead their own play. Children learn to recognise their written name and some children are able to write recognisable letters. Children manage their self-care skills relevant to their stage of development. They are encouraged to manage their own coats and shoes before playing outdoors. Children develop their physical skills in the secure garden.

Setting details

Unique reference number	EY356267
Local authority	Norfolk
Inspection number	1104613
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	36
Name of registered person	Busy Beavers Playgroup Committee
Registered person unique reference number	RP907895
Date of previous inspection	25 November 2014
Telephone number	07982 861 795

Busy Beavers Playgroup registered in 2007. The playgroup employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and 4. The playgroup opens from Monday to Friday during school term time. On Monday, Tuesday and Friday sessions are from 8.40am to 2.40pm. On Wednesday and Thursday sessions are from 8.40am to 11.40am. The nursery provides funded early education for two-, three- and four-year-old children.

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