

# Busy Builders Playgroup

Shaw Hall, Rock Avenue, GILLINGHAM, Kent ME7 5PW



<b>Inspection date</b>	15 January 2019
Previous inspection date	20 October 2015

<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 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 share regular information with parents to help keep them involved in their children's development, such as termly progress reports and newsletters. This helps to provide a consistent approach in meeting children's learning and care needs. Children make good progress and are prepared well for their next stage in learning.
- The manager effectively monitors children's progress. For example, she tracks different groups of children's learning. This helps the manager and staff identify any gaps in development early. They successfully work with other professionals to help support children's individual needs.
- Staff help children learn about behaviour expectations. For instance, they talk to them about the 'rules', such as sharing and taking turns.
- The manager oversees her staff well. She provides regular supervision, training and support to help develop their practice further.
- Children successfully develop their independence. For example, they wash their hands before snack time and bring their cups to the table. However, staff do not make the most of opportunities to help children learn about the importance of a healthy lifestyle.
- Staff provide a wide range of activities and resources. However, they do not consistently use some areas of the playgroup as well as possible in order to help increase younger children's physical skills further.

## **What the setting needs to do to improve further**

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

- develop more opportunities for children to learn about the benefit of making healthy choices
- make better use of all areas of the nursery to help fully support younger children's physical skills.

### **Inspection activities**

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with leaders and staff at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including suitability checks and children's records.
- The inspector spoke to parents and children.

**Inspector**  
Sarah Stephens

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of their roles and responsibilities. They know the signs that would cause them concern about a child's welfare and the processes to follow. Staff understand current legislation and guidance, including the 'Prevent' duty. They know what to do if they have any concerns about the manager or other staff. This helps keep children safe from harm. The manager successfully uses additional funding. For example, she arranges specific training for staff, such as speech and language training, to help support children's individual needs. The manager evaluates the playgroup well. She successfully identifies areas of weakness and sets targets for improvement. This helps her develop the quality of the provision and provide better outcomes for children.

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

Staff use the information from their observations and assessment well. They carefully plan activities that support children's interests and next stage in learning. Staff effectively build children's mathematical development. For instance, children count the scoops of flour into a bowl and 'buy' items for their snack with coins. In addition, staff encourage younger children to identify shapes, such as a 'square' and a 'heart'. They provide children with opportunities to explore different materials and sensory experiences. For example, staff make dough with them, using colouring and peppermint extract. This helps to keep children's motivation and interest in their learning. Staff ask questions to help children think for themselves, for example, 'What else do we need in there?' Staff give children time to form their own ideas to support their development further. Staff deploy themselves well to help ensure children's learning and care needs are appropriately met.

### Personal development, behaviour and welfare are good

Staff provide children with positive praise and encouragement to help build their self-esteem and confidence. They effectively encourage them to listen to each other's views and opinions. For example, staff ask children take a 'vote' on what song they would like to sing next. These are important skills they need to assist them in their future learning. Staff help children to form secure emotional attachments and positive relationships with them. For instance, staff come down to children's level, smile and engage them in conversations. Staff have secure processes in place to manage any accidents or incidents and share the information with parents. This helps support children's continued well-being.

### Outcomes for children are good

Children make good progress and any gaps in development are consistently closing. They are happy and enjoy their time at the playgroup. Children interact well together, such as waving to their friends. Older children learn about feelings and emotions. For example, they identify sad, happy and angry faces on wooden spoons. Children are keen to share their experiences, such as talking about going to the park with their families. Children express themselves through music and song. For instance, they bang a drum and sing along.

## Setting details

<b>Unique reference number</b>	103793
<b>Local authority</b>	Medway
<b>Inspection number</b>	10071659
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	St Augustines Playgroup Committee
<b>Registered person unique reference number</b>	RP902096
<b>Date of previous inspection</b>	20 October 2015
<b>Telephone number</b>	07814568812

Busy Builders Playgroup registered in 1992 and is in Gillingham, Kent. The playgroup employs seven members of staff. Of these, the manager holds early years professional status, and five staff hold appropriate early years qualifications at level 2 or 3. The playgroup opens Monday to Friday from 9.15am to 12.15pm, during term time. The provider receives funding to provide free early education for children aged two, three and four years.

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