

Busy Bees Playgroup

Castle Hill Primary School, Abbotswood Road, Brockworth, Gloucester,
Gloucestershire GL3 4NU



Inspection date	4 June 2019
Previous inspection date	29 June 2016

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

- Children are happy and confident, and develop strong bonds with the staff and each other. They behave well and learn to share resources and show consideration for each other as they play. For example, they work well together as they build towers with plastic bricks to see how high they can make their skyscraper.
- The manager and staff work well together. They track children's progress accurately and plan a balanced, interesting range of activities to meet children's individual needs and develop their interests. Children make good progress in their learning relative to their starting points.
- There are good partnerships with parents and carers. Staff gather detailed information from parents about what their children already know and can do, through discussion and home visits. This enables staff to help children settle quickly into the setting. Parents are encouraged to support their child's learning further at home. For example, they have opportunities to use the home learning packs to further support children's mathematical development.
- The manager and staff evaluate their practice effectively to clearly identify areas for improvement. They have successfully addressed the recommendations from the last inspection, such as the reorganisation of snack time to help enhance children's learning.
- At times due to how staff are deployed, some younger children who request to go into the outdoor learning space with the older children have to wait for their allocated time.
- Staff have not successfully shared information with other early years settings children attend, to enable all adults to contribute to children's learning and development effectively.

What the setting needs to do to improve further

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

- review staff deployment to enable more children to experience the outdoor space to help enhance their learning even further
- strengthen links with other early years settings children attend, so all adults are able to contribute to and support children's learning.

Inspection activities

- The inspector observed activities and staff interactions with the children, in the inside and outside learning environment.
- The inspector had a meeting with the manager and completed a joint observation with her.
- The inspector spoke to staff, parents and children at appropriate times during the inspection. The inspector took into account the views of parents spoken to during the inspection.
- The inspector checked the evidence of the suitability and qualifications of staff working with the children, and looked at the provider's improvement plans.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and written policies and procedures.

Inspector

Hilary Tierney

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good awareness and understanding about their responsibilities to safeguard children. The staff are clear about what to do if they have any concerns about a child's welfare. They have a clear understanding about the procedures to follow should they have any child protection concerns. Robust procedures are in place for the recruitment of staff. The manager has clear procedures to check the ongoing suitability of staff. She carries out effective supervision and monitoring of staff to help maintain the good quality of teaching. Staff are encouraged to keep their knowledge and skills up to date. For example, staff have attended training to enhance their positive behaviour management skills. Parents comment about how their children have made good progress at the setting and how they are happy with the care provided.

Quality of teaching, learning and assessment is good

Staff develop children's interests successfully and interact with children positively to develop their abilities to solve problems. For example, they skilfully encourage children to think about how they can make their tower of bricks stand securely as it gets higher. Staff encourage children to use a wide vocabulary as they work together to build train tracks and find treasure, supporting them well in their communication and language skills. Children develop good mathematical understanding, such as when they count during circle time and learn the concept of adding more. Children show good concentration skills as they sit engaged in activities such as making crowns.

Personal development, behaviour and welfare are good

Children learn about healthy lifestyles. They understand about the importance of handwashing before eating and after using the toilet. They talk about why it is important to eat healthy food and take great delight in helping prepare for snack times. For example, children help to cut up fruit and put out bowls and drinks for their friends. Children develop their independence skills effectively. For instance, they learn how to dress themselves ready to go outside and are able to select resources easily as they play. Children learn about how to manage risks and keep themselves safe. For example, the staff help children go round the setting in the morning using clipboards with pictures of areas inside and outside to check they are safe. Staff use regular praise and encouragement, supporting children's growing confidence and self-esteem.

Outcomes for children are good

Children are motivated learners. They gain the skills they need for future learning and starting school. Children develop their literacy skills well. For example, they enjoy attempting to write their names and letters. They handle tools confidently, such as scissors, pen and spades. Children take great delight in exploring the world around them as they search for bugs, spiders and other insects in the outdoor learning area. They have good opportunities to develop their physical skills, such as climbing, balancing and running.

Setting details

Unique reference number	101780
Local authority	Gloucestershire
Inspection number	10063083
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	28
Name of registered person	Busy Bees Playgroup (Brockworth) Committee
Registered person unique reference number	RP519938
Date of previous inspection	29 June 2016
Telephone number	01452 541183

Busy Bees Playgroup registered in 1980. It operates from a room within Castle Hill Primary School in Brockworth, Gloucester. The playgroup operates each weekday during school term time from 9am to midday on Monday and Friday and from 9am to 3pm on Tuesday, Wednesday and Thursday. The playgroup provides free early years education for children aged two, three and four years. There are four staff who work directly with the children. One holds an early years qualification at level 5, three staff hold qualifications at level 3. The staff are supported by an administrator.

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