

Inspection of Play Place Busy Bees

Brighton Road Baptist Church, 215 Brighton Road, SOUTH CROYDON, Surrey CR2 6EJ

Inspection date: 12 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by staff, which enables them to settle quickly. They follow routines independently and organise their belongings upon arrival. For example, they hang coats on pegs and place their own water bottles on the water table. This promotes children's independence and self-awareness to look after their belongings.

Children are comfortable trying new activities that include the use of their favourite toys. For example, children race cars down pipes to compare and adjust speeds. This engages children to try new activities and begins to build their understanding of trial and error.

Children generally behave well. Staff are beginning to identify effective strategies for those children who find it more difficult to manage their own feelings. Leaders understand the needs of children, particularly those with special educational needs and/or disabilities. They are actively seeking advice from external agencies to support children to manage their behaviour.

Children go on regular outings. For instance, they travel to the local woodland and explore the area changing throughout the seasons. They also take part in outings for current events. For example, children travel by bus to lay flowers at Her Majesty Queen Elizabeth's Memorial in Croydon. This supports children's understanding of the world and engages children in their local culture.

What does the early years setting do well and what does it need to do better?

- All staff support the needs of those who speak English as an additional language. For example, staff repeat the names of everyday objects numerous times and encourage children to repeat it. This supports children's development of language and encourages them to speak new words independently.
- Staff listen to children and acknowledge their ideas. For example, when children want to make eyes for a dinosaur they have built from building blocks. However, on occasions some staff do not fully extend children's learning. For example, staff praise children when they share prior knowledge of dinosaurs, but do not progress learning further.
- Staff are good role models for the children. They talk to the children with respect and are attentive to their care needs. For example, staff ask if the children would like help wiping their nose and wait for a response. This encourages the children's independence with self-care and supports their emotional well-being, as they understand help is there if they need it.
- Leaders recognise and celebrate the diverse group of children at the setting. Children are encouraged to fill 'multicultural boxes' with family pictures, religious

calendar dates and recipes important to them. Staff use this information to plan activities for all children to explore. For example, children follow a recipe and bake Egyptian cookies their friend eats after Ramadan. This provides opportunities for children to share their own culture, while learning about other cultures in their community.

- Leaders identified that some children do not have access to outdoor space when at home. Staff offer all children the opportunity to play outside. For example, they ride bikes in the garden. This provides children access to equipment that supports their physical development and improves their gross motor skills.
- Children's interests are implemented within the provision and are utilised to support different areas of learning. For example, roads are shaped as numbers for the children to follow with cars. This supports early number recognition with toys children play with daily.
- Parents praise staff for adopting an 'open door' ethos. They comment how approachable all staff are and how helpful the manager is. For example, the manager has explained how to register their children for a dentist checkup. Parents are familiar with the progress their children are making and value how involved they are with their learning. For example, parents visit the class to speak of a religious celebration.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the procedures to keep children safe from harm. They have recently attended safeguarding training, that supported their understanding of child protection policies and procedures. Leaders have enrolled staff on a sign language course. All staff can learn to use and understand non-verbal signs that can support a child with their care needs and safeguard staff members. All staff understand and practice the safety protocol needed when children arrive and leave the premises. The manager has a robust recruitment process in place and carries out suitability checks regularly.

What does the setting need to do to improve?

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

- develop further staff interaction with children to ensure children are continuously challenged
- ensure strategies used to support children that find it more difficult to regulate their behaviour are fully effective.

Setting details

Unique reference number	EY387825
Local authority	Croydon
Inspection number	10235277
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	16
Name of registered person	Play Place Child Care Services Limited
Registered person unique reference number	RP901701
Telephone number	07786194656
Date of previous inspection	17 October 2016

Information about this early years setting

Play Place Busy Bees registered in 2008. The pre-school operates from the Brighton Road Baptist Church in the London Borough of Croydon. It opens Monday to Friday, from 8.30am to 3pm, during term time only. There are five members of staff, of whom all hold relevant qualifications from level 2 to level 6. The pre-school receives funding to provide free early education for children aged two and three years.

Information about this inspection

Inspector

Daisy Watson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

We carried out this inspection 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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