

Inspection of Busy Bees Playgroup

Worth Parish Hall, The Street, Deal, Kent CT14 0DE

Inspection date: 10 November 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 arrive at the setting happy and excited to see the friendly and welcoming staff. They separate from their parents and carers with ease and settle quickly. Children form close relationships with the staff, who care for them and get to know them well. Children are confident and demonstrate that they feel safe and secure. They show consistently high levels engagement in the activities that staff provide and benefit from a curriculum that provides them with enriching experiences.

Children are positively influenced by the teamwork that the staff team role model. Staff have high expectations, and children behave very well. They learn to take turns and share the resources. Children are considerate towards one another and look after toys. They tidy away enthusiastically and listen attentively to instructions. Children show positive attitudes to their learning.

Children have plenty of opportunities to be physically active throughout the day. They benefit from time spent outside in the fresh air, either in the garden or exploring the local environment. They have space to run and climb, practising their balance and coordination skills. Children dance and copy the actions as they explore different ways to move to music. They are learning about healthy lifestyles and discuss the benefits of healthy food with their friends and staff at the dinner table.

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

- The staff team work together to design a meaningful curriculum. Staff carefully follow children's interests. They use information from observations and assessments to plan exciting activities. Staff understand how to challenge and teach children and know what they want them to learn next. They provide a good balance of free-play activities and adult-guided experiences. However, staff do not always make the most of their interactions to fully extend older children's learning.
- Staff encourage children to develop their communication skills. For example, they get down to the children's level to chat and clearly emphasise key words within their interactions. Children are encouraged to enjoy books and hear stories. They delight in sitting together for a story time and are included in telling much loved and familiar stories.
- Staff encourage children's mathematical development effectively. Children regularly use mathematical language in their play. They confidently count and identify numbers in sequence. Staff challenge children to identify and understand the concepts of size and quantity.
- Children benefit from many opportunities to develop their independence and social skills in readiness for school. They show a can-do attitude. For example,

children clear their own plates after snack and source their own tools and materials for their craft creations. Children learn to independently put on their coats and understand how to thoroughly wash their hands as part of their everyday hygiene routines.

- Staff ensure that children with special educational needs and/or disabilities (SEND) receive appropriate support. They set individual targets to ensure children make progress that is achievable and relevant to them. Staff make effective use of additional funding to meet children's specific needs.
- Children develop a good understanding of diversity beyond their immediate family. For example, staff ensure that the environment includes positive cultural images, books and role-play resources for the children to explore. Children gain a good sense of belonging within their local community. For instance, the playgroup has links with the local church and school, and the children participate in celebrations and events within the local village.
- Parents speak highly of the playgroup. They comment on the strong relationships between children and staff. Staff keep parents informed about their children's progress through an online learning journal. However, systems are not consistently in place for staff to share ideas with parents on how to support children's learning at home.
- Regular self-evaluation and effective teamworking contribute to a well-organised provision. There are good opportunities for staff's professional development. For example, staff access a range of training topics and share their knowledge with the team so that children consistently benefit from good teaching.

Safeguarding

The arrangements for safeguarding are effective.

Children are well supervised at all times. The playgroup is secure and routinely checked to ensure the safety of children. Recruitment systems in place are good, ensuring that all staff working with children are suitable to do so. The manager and staff have a good understanding of the setting's safeguarding policies and procedures. They know how to identify potential signs and symptoms of abuse and are confident to report any concerns. Staff demonstrate a secure knowledge of the correct procedure to follow should there be any concerns about the conduct of a colleague.

What does the setting need to do to improve?

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

- extend staff's skills to enable them to build on their interactions with older children, to further extend their learning
- enhance the support given to parents to help them understand how they can support their children's learning at home.

Setting details

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| Unique reference number | EY392994 |
| Local authority | Kent |
| Inspection number | 10235308 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 30 |
| Number of children on roll | 40 |
| Name of registered person | Busy Bees Committee |
| Registered person unique reference number | RP528958 |
| Telephone number | 07912 555 537 |
| Date of previous inspection | 22 March 2017 |

Information about this early years setting

Busy Bees Playgroup registered in 2009. It is located in Worth, in Deal, Kent. During term time, the playgroup is open on Monday, Thursday and Friday, from 8.15am to 3.45pm. On a Tuesday and Wednesday, it is open from 8am until 1.15pm. There are six members of staff employed, most of whom hold appropriate early years qualifications. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kimberley Luckham

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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