

# Inspection of Busy Bees Play Group

Peace Memorial Hall, Woodfield Lane, Ashted, Surrey KT21 2BE

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Inspection date: 4 May 2023

**Overall effectiveness** **Good**

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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 happily and are greeted by kind and caring staff. They confidently say goodbye to their parents at the door and are excited to get involved in playing with their friends. Staff recognise when some children need extra reassurance and are quick to comfort and support them, when necessary. Children benefit from a broad range of activities that support them to make good progress.

The warm and welcoming environment encourages children to explore freely. Children play cooperatively in imaginative play and develop their fine motor skills when using play dough. They practise their gross motor skills outdoors when digging in the sand and pouring water from one container into another. Staff are skilled in teaching children about where they live and people around them. They hold discussions with children about the royal family and events happening in Britain. For example, staff successfully teach children about the King's Coronation. They introduce new words, such as 'crown' and 'jewels'. This helps to increase their vocabulary and to develop their knowledge about the world around them.

Children become confident in their own abilities. For example, they have fun using the karaoke machine where they learn concepts such as 'loud' and 'quiet'. Children show good sharing skills as they take it in turns to sign their favourite nursery rhymes. Children beam with pride when they receive a round of applause for their efforts. This helps to build on children's confidence and self-esteem.

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

- The caring ethos threads throughout the nursery. The managers have developed a holistic approach to supporting the needs of the children and their families. Therefore the intentions for learning are based on what the managers feel is important for children to learn and experience before they move on to school.
- Communication and language are prioritised. Staff get down to children's level to listen and extend children's language effectively. They also recognise the impact dummies can have on children's developing language skills. Strategies such as these help children, including those with speech and language delay and those who speak English as additional language, make good progress.
- Teaching is good. The highly experienced and knowledgeable managers model good practice for newer or less experienced staff who are keen to learn. Interactions between children and staff are warm and meaningful. Children are encouraged to share their own thoughts and ideas through effective questioning. This builds on children's knowledge and understanding.
- The managers quickly identify when children need additional help and provide swift and targeted support. All children make good progress from their starting points. Staff use observations and assessments to identify gaps in learning.

However, they do not obtain all the information needed from other settings which children attend to gain a full picture of children's needs across all aspects of their development.

- Staff use consistently good modelling and give messages to support children's growing understanding of good personal hygiene skills. They regularly discuss the importance of hygiene to stay healthy, including oral health. Children learn to be independent from an early age. For instance, they are encouraged to put on their own coats and pour their drinks.
- Parents speak highly about the nursery. They are complimentary of staff in how passionate they are and the excellent level of care they provide. Parents appreciate the regular communication from the managers and the support provided. They see the positive impact the nursery has on their children's learning, for example in their children's confidence and speech. However, occasionally parents do not receive regular updates of their children's progress and how they can further support their learning at home.
- Staff report being well supported by the managers. They benefit from regular supervision and team meetings which focuses on children's learning, training needs and staff well-being. Therefore, staff morale is high and teamwork is effective. Staff attend a range of training to strengthen their practice. For example, recent training on special educational needs and/or disabilities has improved staff's knowledge of how to support children with additional needs
- Children behave well. Clear expectations help to ensure that children know how they should behave. They receive extensive praise from staff when they play cooperatively together and take turns.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand how to safeguard children well. They are able to recognise the signs of abuse, such as neglect, physical abuse, female genital mutilation and risk of exposure to extremist beliefs. Staff know the process for reporting concerns about a child and allegations against staff to the relevant authorities. Staff are vigilant in supervision of children, to ensure that children receive good care and are kept safe. The manager checks the ongoing suitability of staff.

## What does the setting need to do to improve?

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

- enhance the sharing of information with other settings that children attend to support a consistent approach across all aspects of children's development
- strengthen ways to share children's progress with parents and how they can further support children's learning at home.

## Setting details

<b>Unique reference number</b>	122548
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10276156
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Camplin, Sheena
<b>Registered person unique reference number</b>	RP907977
<b>Telephone number</b>	07547988548
<b>Date of previous inspection</b>	4 July 2017

## Information about this early years setting

Busy Bees Play Group registered in 1995. It operates from a room within the Peace Memorial Hall in Ashted, Surrey. It opens each weekday, from 9am to midday, during term time only. Funding is accepted for the provision of free early education for children aged two, three and four years. A team of seven staff works with the children. Of these, three staff hold appropriate early years qualifications at level 3.

## Information about this inspection

### Inspector

Shona Allerton

## Inspection activities

- This was the first routine inspection the playgroup 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 setting.
- 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.
- Staff spoke to the inspector during the inspection
- 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 spoke to several parents during the inspection and took account of their views.

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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