

# Inspection of Busy Bees Playgroup

Barley Hill CP School, Ludsden Grove, Thame, Oxfordshire OX9 3DH

---

Inspection date: 28 November 2024

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are eager to start their day at this welcoming playgroup. Staff spend time with children and get to know them when they first start. This helps children to settle quickly and form reassuring bonds with staff. Staff provide a calm environment and implement simple routines to create a safe and consistent experience for children. Children are gaining in confidence and behave well.

Children are provided with a broad curriculum that includes a range of interesting activities and experiences. Overall, these suitably capture children's attention and help children make some gains in their learning. Physical development is supported well at the setting. Children enjoy playing in the outside area, running, riding the scooters and balancing carefully on the equipment, such as the age-appropriate climbing frame. Inside, children move and stretch their bodies, for example, as they practice their yoga. Children make marks for a purpose with a range of resources. All children have fun scooping and exploring the coloured water. They use a range of containers and pipettes to transport the water, as they develop use of their hand muscles. Staff join in with children's play in ways that enhances their learning and does not interrupt their fun. For example, in the home corner children pretend to go shopping. Staff respectfully ask children if they can join in with their play, and when invited to do so, show children different ways of using resources, and model the language children need to play purposefully. This helps to increase children's developing vocabulary.

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

- Leadership of this playgroup is a real strength and has a very positive impact on staff practice and children's outcomes. Leaders ensure staff understand what, and how, they are going to be teaching children. Leaders lead by example, demonstrating what effective teaching looks like and giving useful and meaningful feedback to staff. All staff report they are supported well by leaders.
- Staff work positively with outside agencies to ensure that children with special educational needs and/or disabilities, (SEND), receive individualised support at the earliest opportunity. They ensure that children are included fully in all activities and experiences. Leaders spend additional funding effectively to enhance their provision and provide additional support to meet individual children's needs.
- Children benefit from a language-rich environment. Staff sing songs with children throughout the day, introduce new words during play and use visual aids to help children's understanding. This helps children, particularly children with special educational needs and/or disabilities (SEND), to be good communicators.
- Overall, staff provide good interactions with children to support their learning.

However, at times, although quieter children are happy, staff do not fully engage them during some activities, such as group discussions and during periods when they are outside.

- Partnerships with parents are strong. Parents feel extremely involved and very well informed about their children's learning. Parents know their children's key worker and receive regular communication regarding their children's learning and development. Staff provide resources for parents to build on their children's learning at home.
- Children's behaviour is managed well. Staff use a range of strategies such as, reminding children to use kind hands and using sand times effectively to teach children how to share with others. Staff gently reinforce these rules throughout the day. Consequently, children play cooperatively with their friends and are learning to share and take turns.
- Partnerships with other settings are strong. For example, staff work well with the neighbouring school and teachers attend playgroup. In addition, playgroup children visit school regularly. For example, they are excited to attend the nativity play in a few weeks and see their friends from last year. This helps children to settle well into the known surroundings of school when they first start.
- Children form close relationships with their key person. Staff comfort children and offer them reassuring warmth and affection. This helps children to gain in confidence and feel safe, and secure.
- Staff use their local contacts well to help children begin to understand different people and the world around them. For example, the emergency services visit the playgroup and the 'lollypop lady,' attends to talk about road safety. In addition, staff help children understand a range of celebrations. For example, children recall prior learning as they look independently at a book about Diwali and on the day of inspection children were learning about the traditions of Thanksgiving.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support staff to develop further awareness of their responses to children, such as engaging with children who may be quieter.

## Setting details

<b>Unique reference number</b>	EY424249
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10368126
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Jones, Lynn
<b>Registered person unique reference number</b>	RP511920
<b>Telephone number</b>	01844 263459
<b>Date of previous inspection</b>	8 March 2019

## Information about this early years setting

Busy Bees Playgroup registered in 1976 and is located in Thame, Oxfordshire. It opens during school term time, from Monday to Thursday between 9am and 3pm and on a Friday from 9am until 2pm. The playgroup employs six members of staff. Of these, one holds a relevant qualification at level 6 and three at level 3. The playgroup receives funding to provide early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Amanda Perkin

## Inspection activities

- The inspector completed a learning walk with the manager, through all areas of the premises used by the children.
- Parents shared their views through verbal and written feedback. The inspector took these views into account.
- The inspector talked to the provider, manager and staff at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.
- The inspector looked at a sample of the documentation. This included evidence about suitability and qualification records.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024