

# Busy Bees Playgroup

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



## Inspection date

29 June 2016

Previous inspection date

19 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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

- Leaders and staff have very successfully addressed the areas for development identified at the previous inspection. For example, they have made improvements to the ways in which they use systems of observation and assessment to plan for children's learning. They ensure that children are challenged to make good progress in their learning.
- Parents are fully included in their children's learning. For example, they are encouraged to contribute their ideas and staff share children's next steps so that parents can continue learning at home.
- Children behave well and staff are good role models. They help children understand how to take turns, share and be kind to others. For example, children use timers to help them to take turns with resources and play fairly.
- Staff support children well to develop an understanding of using simple calculations to solve problems. For example, in enjoyable singing games, children calculated how many monkeys were left from the total the crocodile had snapped up.

### It is not yet outstanding because:

- Staff do not organise some daily routines particularly well, such as snack time. For example, children become restless as they wait for lengthy periods of time.
- Some resources are not always as well organised as others for children to choose from and access easily. For example, books are not attractively displayed or easily accessible for children to read.

## What the setting needs to do to improve further

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

- review the organisation of snack routines so that children do not become restless
- evaluate the organisation of some of the resources so that children can choose them more easily to increase their independence.

### Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, self-evaluation, observation, assessment and planning records, and documentation linked to monitoring children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and managers ensure that staff are suitable to work with children. They use effective processes to help new staff to become familiar with their roles and responsibilities. Staff are confident about child protection issues. They know the procedures to follow if they have concerns about a child's welfare. The new manager supports staff well. For example, through regular meetings she identifies training to update their professional knowledge. This has a positive impact on children's learning outcomes. Staff reflect on their practice to improve the quality of their teaching, and they analyse information from children's achievements well. The manager monitors and evaluates the effectiveness of the setting well.

### Quality of teaching, learning and assessment is good

Leaders and staff collect a great deal of information from parents about what their children already know and can do. This enables them to understand children's starting points well and plan for their continued learning. Staff help children to develop good communication skills. For example, they play enjoyable parachute games to encourage listening and understanding skills and introduce new concepts and vocabulary, such as 'generating static', as they move the parachute causing children's hair to stand up on end. Leaders and staff form good partnerships with other settings children attend, and they share regular information through communication books.

### Personal development, behaviour and welfare are good

Staff support children to settle well in the setting. For example, they carry out home visits to get to know children and help them to feel secure when they start. Children have a good understanding of the routines of the setting. They understand what will be happening next as changes in routines are explained clearly to them. This supports them to be ready and enthusiastic to take part in tidying away their toys. Children have good opportunities to be outside on a daily basis, to play in the open air and to practise their physical skills. Staff support children well to become independent. For example, children confidently take an active role in the preparation of their healthy snacks and learn to use knives and other tools safely.

### Outcomes for children are good

All children make good progress from their starting points. Children develop confidence in using technology. For example, they achieve effects with colours and shades using age-appropriate software. Children are developing an understanding of using early writing skills. For example, they write their names next to photographs of more popular resources to let others know that they want to have a turn. Children develop important skills to help them in their future learning and the move to school.

## Setting details

<b>Unique reference number</b>	101780
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1031192
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Busy Bees Playgroup (Brockworth) Committee
<b>Registered person unique reference number</b>	RP519938
<b>Date of previous inspection</b>	19 October 2015
<b>Telephone number</b>	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. There are six staff; of these, one holds an early years qualification at level 5, two staff hold qualifications at level 3, and one holds a qualification at level 2. The playgroup provides free early years education for children aged two, three and four years.

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