



## **Busy Bees Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	223743
<b>Inspection date</b>	12 June 2006
<b>Inspector</b>	Lynn Morris
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<b>Registered person</b>	Coventry Sports Foundation
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Crèche

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Coventry Sports Foundation operates two groups from the Centre. Busy Bees Playgroup and a crèche at the premises. Busy Bees opened in 1996 and operates from a dedicated room. The crèche operates from the Fun Forest soft play area. Both provisions are in a sports centre in Coventry, West Midlands. A maximum of 26 children may attend the crèche and 24 children may attend the playgroup at any one time. The crèche is open to meet the demands of classes and sports centre users

and the playgroup is open 09:30 to 12:00 and 13:00 to 15:00 week days, term time only.

At the playgroup there are currently 42 children on roll aged from two to four years. Of these, 26 children receive funding for nursery education. Children come mainly from local areas. The playgroup currently supports children with learning disabilities and also supports children who speak English as an additional language.

The playgroup employs four staff. There are three staff, including the manager who hold appropriate early years qualifications. There are two staff working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health within the setting is supported appropriately and children benefit from satisfactory hygiene practices with regard to hand washing and nappy changing. They wash their hands after using the toilet and before having snacks. They use liquid soap, which helps children understand the importance of keeping their hands clean and minimises the risk of cross-infection. They see staff cleaning tables after play and after their snacks. Children's well-being is not supported because there are no current playgroup staff trained in first aid. An adequately stocked first aid box is available in the room.

Children have snacks and drinks during the session. They bring a piece of fruit each week, which adults share between children. Their dietary needs are adequately met by staff, who know the children's needs and make appropriate arrangements for alternative snacks to be available. Children sit in small social groups and enjoy conversations during snack time. They have squash to drink at set times and can access a drink from a tray in the room at anytime.

Children use a satisfactory range of toys and equipment in the garden, which helps to keep them healthy. They run around and use wheeled toys with confidence, growing control and co-ordination. They have limited resources, which give children opportunities to climb or balance.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in clean premises with sufficient equipment to meet their needs. Their safety and security is met because they are closely supervised and cannot leave the premises without an adult. They are signed into and out of the premises by staff and all visitors are recorded.

Children play in areas where safety issues have been addressed. For example, plug

sockets are covered and heaters are guarded and appropriate locks on the cupboard and fridge keep children safe. Children using the crèche play with soft play equipment, which is checked on a daily basis for any damage. Risks to children in the playgroup and crèche have been fully identified by the setting's risk assessment procedures, which include daily and weekly checks carried out by the supervisors of the groups.

Children's safety and well-being is considered by having a written fire procedure displayed on the wall and children practise adequate evacuations. Children are protected from risk of harm or abuse because the supervisors have a satisfactory knowledge of procedures to safeguard children and there is an adequate policy available.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are settled and happy as they play with a general range of activities both indoors and outside in the garden. They choose where they want to play and self-select toys and equipment from well resourced areas in the playroom, which encourages their independence.

Children enjoy stories and singing and listen to adult requests. They have balanced routines throughout the session, which helps them feel secure. Most children separate easily from their carers. They play confidently with a range of activities and equipment, which are linked to the current theme or topic. They are supported to try new activities, which reinforce their current intended learning.

Children make good relationships with familiar adults and each other. They play co-operatively, for example inviting other children to join in their imaginary games. They are praised for their achievements and they learn to share and take turns.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children make progress across all six areas of learning. Staff have gained sufficient knowledge to plan a curriculum using the stepping stones to provide activities to progress children's development towards the early learning goals. Observations and assessments of children's learning are currently being developed with the support of mentors from the early years partnership. Resources are sufficient in most areas to plan activities to promote learning.

Children engage happily in activities, many of which are self-selected and encourage creativity. For example, they can select materials to draw, write, glue and stick and they make pictures and models with the materials available. Most children play co-operatively with other children and are learning to negotiate with each other during minor disputes. Most children are confident and can communicate well in a familiar group. Staff adequately extend children's language and thinking by asking open-ended questions to evoke a response from children. They enjoy and join in familiar rhymes and songs and are beginning to repeat the words and actions.

Children are introduced to number songs and rhymes. They count during some activities but resources, for example using numbers as labels are limited and do not help children make progress to recognise and compare numbers. Children make some progress in knowledge and understanding of the world. For example, they plant seeds to grow flowers and vegetables and they have explored a topic about how tadpoles change into frogs. They have few opportunities to use the computer, which is stored in a cupboard and resources are insufficient to discover how things work. Children are beginning to find out about their environment, for example by using interest tables and topics about the wider environment.

Children develop physical skills using wheeled toys, balls, hoops and bean bags outside in the garden. Most children pedal with confidence and are developing control using wheeled toys. However, there are limited resources for them to develop climbing skills or to balance, go over, under and through obstacles. They play with materials to encourage their small motor skills. For example, they have water play outside and also use brushes and water to make marks. Children's imaginative and creative skills are being encouraged by linking resources to themes and topics and encouraging children to be creative. For example, the current theme was camping. Children had a real tent outside, they used small world toys in a tray to create a camp site and they used the domestic play area, which was well equipped for the theme to make up their own play. This reinforces children's learning and develops imagination and creativity.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are treated with respect and their individual needs are known and adequately supported by staff. Children attend from different backgrounds and satisfactory resources, books and toys support their needs and promote positive images. This positive approach fosters children's spiritual, moral, social and cultural development. Children choose from a basic range of resources to reflect diversity and special needs. For example, they make pictures and listen to a story during festival celebrations and parents tell staff important key words for children who speak English as an additional language.

Children with special needs are valued and supported adequately. Staff work closely with other professionals to ensure that appropriate care is given. Children benefit from staff knowledge gained attending courses designed to meet the needs of individual children.

Children are beginning to learn the rules of behaving well. They respond to staff's strategies, which are effective to gain children's attention and they know when staff want them to listen, for example when they want them to help tidy up. They receive praise and as a result respond positively to staff requests. They confidently move through the setting's fixed routines, which helps them feel secure.

Partnership with parents and carers is satisfactory. Children's daily information is shared with parents at the end of the session. They receive information about the setting's policies and procedures and a newsletter every half term, which tells parents

about new themes, topics and songs and any relevant health issues. Parents are informed about the Foundation Stage of learning through a notice board and they have some opportunities to become involved in their child's learning.

## **Organisation**

The organisation is satisfactory.

Children in the playgroup are cared for in a clean and welcoming environment and space is organised to enable them to experience a satisfactory range of play activities. Resources are organised to enable them to have a variety of experiences, which are adequate for funded and younger children.

Children in the crèche were not present during this inspection.

Leadership and management is satisfactory. Management has supported staff to gain sufficient knowledge of the curriculum guidance for the foundation stage to help children progress towards the early learning goals by providing resources and welcoming support offered by the early years partnership. Children are cared for by staff with satisfactory qualifications and management procedures ensure that children are cared for by staff who have been properly vetted. Risks to children are minimised by the setting's procedures to ensure that staff and students who have not completed vetting procedures are not left unsupervised with children.

Children's welfare, care and learning is generally supported through staff's implementation of the setting's policies and procedures. Overall the needs of all children who attend are met.

## **Improvements since the last inspection**

Following an inadequate judgement at the last inspection the following actions were set:

### **Care**

Notify Ofsted of appointment of all supervisors/ managers and submit appropriate documentation for vetting purposes. Ofsted has received DC2 forms for all supervisory staff and managers. Checks have been undertaken and vetting procedures completed.

Ensure that there are effective procedures in place for checking that staff are suitable to work with children. Recruitment procedures have been rigorously followed and appointed staff have been adequately vetted, including appropriate criminal record checks. This ensures that people working with children are suitable to do so.

Take action to ensure that persons who have not completed full vetting procedures are not left unsupervised with children. Senior staff ensure that students and newly appointed staff waiting for clearance are not left unsupervised with the children and do not provide personal care. This minimises any risk to children from unvetted

persons.

Assess the risks to children in relation to the playgroup and crèche and take action to minimise any identified risks. Comprehensive written risk assessments have been carried out for the playgroup and crèche and staff have also implemented daily and weekly checklists to reduce risks to children.

Make sure that children cannot access cleaning materials in the playgroup and assess and act upon the risk to children's safety when using soft play equipment. New cupboard locks have been fitted to the cleaning materials cupboard and all soft play pieces of equipment, which are damaged or split have been removed for the area ensuring that children play safely.

## Education

Develop staff's knowledge and understanding of the Foundation Stage of learning and how to use the stepping stones to plan an effective curriculum to progress children towards the early learning goals. Staff have received weekly support and training from the early years partnership. They have developed a system for planning, which progresses children along the stepping stones and covers all six areas of learning.

Provide a suitable range of resources to enable staff to plan for all six areas of learning to ensure that children are sufficiently challenged and support children to make choices. The playgroup room has been re-organised and additional resources have been provided. Children now self-select from a satisfactory range of resources in defined areas, which cover most of the six areas of learning.

Provide appropriate management support and develop systems to assess the strengths and weaknesses of the educational provision. Management have welcomed support given by the early years partnership to develop systems to assess the strengths and weakness of the provision. However, they need to ensure that when the current support comes to an end that there are effective strategies in place to maintain a level of support to the playgroup manager.

## Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets

the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that at least one member of playgroup staff holds a current first aid certificate.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide regular experiences for children to find out how things work and activities to develop information technology skills
- provide opportunities for children to recognise and compare numbers.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)