



Busy Bees Playgroup

Inspection report for early years provision

Unique Reference Number	EY291246
Inspection date	27 April 2005
Inspector	Marianne Gascoyne
Setting Address	Browick Road Infant School, Browick Road, Wymondham, Norfolk, NR18 0QW
Telephone number	07763 760314
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Registered person	Busy Bees Playgroup
Type of inspection	Integrated
Type of care	Sessional care

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

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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 good. 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?

Busy Bees Playgroup is an established group which moved to new premises in September 2004. It operates from a purpose built mobile classroom in the grounds of Browick First School in Wymondham. A maximum of 26 children may attend the playgroup at any one time. The facility is open each weekday from 9.00 to 11.30 and 12.30 to 15.00 during school term times.

There are currently 60 children aged from two to under five years on roll. Of these 26

children receive funding for nursery education. Children who attend from the local area. The playgroup currently supports a small number of children with special educational needs.

The playgroup employs eight members of staff. The Manager and five members of staff hold appropriate early years qualifications. One member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through discussion and reminders to wash hands before snack time and after visits to the toilet. Younger children are taught the correct procedure for hand washing. Children know they wash their hands "because of germs". They are protected by the use of disposable gloves when staff deal with 'grazed knees' and their wishes with regard to the use of plasters respected. Clear policies and procedures are in place to safeguard children's welfare and keep them healthy.

Children enjoy fresh fruit at snack time provided in partnership with the school. Those whose parents have opted out of the scheme are provided with fruit or raw vegetables from home. All the children therefore benefit from a healthy diet. Any special dietary requirements are clearly recorded and known by all the staff to ensure no children are at risk from a reaction to food provided. All children are able to access water at any time and are aware of the need to place the cup in the container after use to ensure there is no risk from cross infection.

Children have opportunities for physical exercise indoors and out as they play hopscotch, move to music and use the basketball. Children benefit from vigorous physical play when using the school playing field or hall. Children are made aware of the effect of exercise on their bodies during physical education sessions in the school.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The risk of accidental injury to children is minimised by the well organised environment, assessment of potential dangers and action taken by staff. They are able to move safely around the attractive, purpose built mobile building. Children's safety is ensured on outings or visits to the nature area in the school grounds by an increase in the adult to child ratios and assessment of risks. The presence of an adult at the entrance to the playgroup ensures children arrive and leave the building safely and the premises are secure while children are present. Children are reminded of the reason why they need to hold their parent's hand as they move through the school playground or walk in pairs to the school gym to minimise risks to children at these times.

Children are able to sit in comfort to play or eat using the child sized furniture. The low storage units ensure equipment is easily accessible. Children are not encouraged to self select equipment from these units. They have access to a range of safe, well maintained, developmentally appropriate resources which are set out for them by staff. Children learn to take responsibility for their actions, for example, when staff draw their attention potential danger caused by movement of the hopscotch mat in relation to the dressing up clothes stand. The children quickly reposition the mat.

Children are well protected. The setting is very aware of their responsibility to protect children and ensure all staff receive child protection training and are aware of the procedures to follow.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the playgroup. They are happy, confident and secure in the welcoming setting and routine of the day. Their self esteem is enhanced as they willingly contribute at group times and join in conversation with adults and other children. All children leave their parents happily and quickly settle at activities supported by staff who become involved in their play.

Children are interested in the suitable range of activities offered which meet their developmental needs. Their decision making skills are not being developed by the routine of the day as adults decide the time for groups of children to have their snack or play outside. They are not encouraged to share responsibility for decisions about the provision or activities. Children enjoy role playing in the shop or home corner, dressing up and small world play with farm animals developing their social skills at these activities.

The individual needs of children are recognised as rules are gently reinforced, for example, with a child finding it difficult to wait for his turn at the hopscotch. The use of Makaton sign language by children and adults helps children with special needs to communicate, participate fully and make good progress. Children enjoy close relationships with each other and play together in small groups.

Nursery Education

The quality of teaching and learning is satisfactory. Children are supported in their choice of activity by staff who use questioning and discussion effectively to develop their language and learning. They provide a variety of suitable indoor and outdoor activities. These are not always sufficiently challenging to help children take the next step or to maintain the interest of four year olds particularly in the mixed age sessions. These older children do sometimes adapt activities themselves to provide their own challenges.

All children are eager to attend and take part happily in activities. They sit quietly and listen intently to the well-read story and access books independently to share with friends. Children practice their early writing skills in a variety of play situations. They are confident in using mathematical vocabulary and are learning to add and subtract

as they sing action songs, joining in enthusiastically. They learn to experiment and control the sounds of musical instruments. Resources are available to help children investigate and they enjoy examining toy bugs through a microscope supported by reference books. They have some opportunities to explore using natural materials.

Children use their initiative to develop play with the alphabet puzzle mats; playing hopscotch and controlling their movements; sequencing the numbers and using bangles from the dressing up box to roll onto numbers encouraged by staff. Some of the imaginative play opportunities are repetitive and lack challenge for older children whose imagination is not developed by these activities. Children's creativity is valued in displays. It is not generally encouraged by access to a range of craft materials although a good range is provided by adults when children use their imagination well to create puppets.

Staff have a sufficient understanding of the early learning goals to enable them to plan suitable activities and use the 'Learning Story' to assess children's achievements. They develop plans as a staff group which ensure children are provided with activities to cover all areas of learning. Short term plans are evaluated and key worker comments based on children's assessments are used to plan the next steps in children's learning.

Helping children make a positive contribution

The provision is good.

Children are all warmly welcomed in the playgroup, including children with special needs. They have a strong sense of belonging and enjoy close relationships with the adults in the group. The whole setting has a commitment to inclusion and staff have undertaken Makaton sign language training. They have taught it to other staff and children in order to communicate effectively with all children. Other professionals are welcomed into the playgroup to advise. Children have access to resources presenting images of different cultures and lifestyles which helps them develop positive attitudes. Their involvement in events, for example, to celebrate St George's Day or Divali, develops their understanding of their own and other cultures. Behaviour management techniques are very positive and children behave well in response to the clear guidelines. The Behaviour Management Policy is shared with all parents. It does not fully reflect the positive strategies used. Children are learning to take turns and share with others and willingly respond to requests from adults.

Parents are given clear information about the playgroup and are regularly updated regarding the topics being undertaken and encouraged to involve children at home which contributes to children's well-being in the playgroup. Children benefit from a two way exchange of information about their achievements. A system for ensuring parents have regular access to their children's records has not been established. Parents are encouraged to make suggestions to enhance their children's learning; for example, a suggestion to grow sunflower seeds led to development of a garden area to grow plants contributing to children's knowledge and understanding of the world.

Children's spiritual, moral, social and cultural development is fostered as they are

encouraged to join in with conversations, to express ideas and show care and concern for others.

Organisation

The organisation is satisfactory.

Children benefit from the care of appropriately vetted, qualified and experienced staff. Effective appointment and induction procedures are in place to ensure staff are appointed who have a high regard for the well-being of children. All staff are committed to developing their knowledge and understanding. They attend training opportunities identified during appraisals. Children are secure in their relationships with the adults. The key workers system is effective in identifying children's needs and staff work with parents to meet them. They record children's achievements and identify the next steps in their learning to ensure children make progress in their learning.

The premises are well organised and space used effectively to maximise opportunities for children. Staff work well together and are effectively deployed to support children. Appropriate policies are shared with parents. They do not yet all fully reflect practice in the group or give clear guidelines for parents and staff to promote children's well being. Overall aims are not clearly recorded or included in the brochure. Parents are not given the address of the regulator to enable them to make a complaint if they are not happy about any aspect of the provision which they feel may be impacting on the care their child receives.

There is a happy atmosphere in the setting with staff working well together under the leadership of the manager to support children's development. The strong forward thinking committee aids the work of staff and ensures they access training to enable them to care for children appropriately. The quality of education is monitored through children's assessments and the advice of the Reception Teacher and Link Teacher from the Early Years Development and Childcare Partnership. Overall, the provision meets the needs of all children who attend.

Improvements since the last inspection

The last nursery education inspection recommended that the playgroup should improve the evaluation of assessments to be able to plan meaningful activities for all children, particularly the four year olds, throughout the week. The move to the school site has given the playgroup greater opportunity to work with the school in providing opportunities for the four year olds. There is room for further development with this aspect of the provision particularly within the mixed age group sessions.

A recommendation was also made regarding the frequency of opportunities for all children to use materials to express themselves creatively and spontaneously. Children now have greater opportunity to use musical instruments and craft materials. They still do not freely access this equipment.

The playgroup has changed premises since the last inspection and the

recommendations regarding the premises made under the Children Act inspection do not now apply.

A recommendation was made to improve the Equal Opportunities Statement and the statement now covers all aspects. It does not fully reflect group practice to make it easily understood and interpreted for the benefit of the children.

Complaints since the last inspection

There are no complaints to report.

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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):

- provide children with more opportunities to make independent decisions regarding the equipment they wish to use, activities they wish to undertake and when to do so within the session

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):

- use evaluation of short term plans and observations to ensure activities are planned which provide challenges for all children

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