

# Bluebell Hill Playgroup and Out of School Care Scheme

Inspection report for early years provision

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<b>Unique reference number</b>	254657
<b>Inspection date</b>	10/09/2008
<b>Inspector</b>	Ann Keen
<b>Setting address</b>	Bluebell Hill Community Centre, Dennett Close, Nottingham, Nottinghamshire, NG3 2GL
<b>Telephone number</b>	0115 9476722
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Bluebell Hill Playgroup has been a registered since October 1993. The group is managed by the Bluebell Hill Community Association. It operates from a local community centre within the St Ann's area of Nottingham. The main playroom, hall and small quiet room are used for the children. There is also access to a large fully equipped kitchen, toilets and enclosed outdoor play areas.

The playgroup is registered to care for 24 children at any one time aged from two years to under eight years. It opens five sessions a week, from 09.30 to mid-day and 13.00 to 15.30 with wrap around care available from 11.45 to 12:30 liaising with three local schools, term time only. There are no nursery grant funded places within this playgroup.

The after school club operates weekdays between 15.30 and 18.00, which takes children from three years old to 11 years old. There is a holiday club operating during the summer school holidays for three weeks. All children share access to a secure enclosed outdoor play area. The setting employs six staff all of whom hold appropriate childcare qualifications. Staff are supported by the local authority. The provision is registered by Ofsted on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

## **Overall effectiveness of the early years provision**

The organisation of the activities does not support children's learning and care adequately so the provision is not providing sufficiently well for children's individual needs, including their health and hygiene. Staff are not vigilant in ensuring that adult to child ratios are accurately maintained to safeguard children. Although staff observe children and identify the next step in their development on paper, in practice, this is not transferred to the planning as staff are not fully aware of the Early Years Foundation Stage (EYFS). The setting is in the early stages of evaluating their own practice so this limits their capacity for improving their own systems and procedures, including the use of the outside play areas. The management of children's behaviour, including the older children, is not always appropriate to support all children's care. Staff are approachable and work hard to gain information from parents to support children's development, particularly for those children for whom English is not their first language. Staff have appropriate systems in place to safeguard children although all staff are not sufficiently aware of them.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## **What steps need to be taken to improve provision further?**

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- promote the good health of children and take the 08/10/2008

- necessary steps to prevent the spread of infection
- ensure the adult to child ratios are adhered to 08/10/2008
- demonstrate how you will plan and organise systems to ensure that every child receives an enjoyable and challenging learning environment that is tailored to their individual needs 08/10/2008

To improve the early years provision the registered person should:

- develop staff's knowledge of the Early Years Foundation Stage including the requirement for using outside as a learning environment
- ensure assessments are used effectively to plan the next step in children's learning
- ensure children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs
- develop staff's knowledge of what to do if an allegation is made against a member of staff.

## **The leadership and management of the early years provision**

The management are not sufficiently rigorous in monitoring what is happening in the playgroup and after school club to ensure all children receive high quality provision for their learning and welfare. Suitable policies and procedures are in place but they are not always reflected in the daily practice and the organisation of older children sometimes adversely affects the care of younger children. Management have developed the first steps in assessing the strengths and weaknesses of the provision and they share this with parents, although they have yet to create an effective system to identify improvements so children's individual needs are met. However, recommendations made at the last inspection have been successfully implemented demonstrating some commitment to improving the service to children.

Staff are efficient at consulting the parents on their views and ensuring they obtain relevant information to work as a team for the benefit of the children. The parents of children who do not have English as their first language are encouraged to contribute towards their children's language development, for example, by providing words in their home language. Staff are appropriately qualified and they have options to improve their training. They have undertaken training on the Early Years Foundation Stage but have yet to consolidate their own learning and put their training into practice effectively to support children's welfare and learning. Their systems to monitor and assess children's learning are in the early stages of development, consequently they are not sufficiently established to be effective. Policies and procedures such as risk assessments, safeguarding children and complaints information are in place to ensure children are appropriately protected. However, not all staff are sufficiently aware of what to do if an allegation is made against a member of staff.

Suitable recruitment and vetting procedures have been established to safeguard

children. A satisfactory range of toys and equipment is available to children. There are normally adequate ratios of staff to the number of children, providing a safe environment but on at least one occasion staff have accepted too many children potentially making children vulnerable.

## **The quality and standards of the early years provision**

Children are not helped to make sufficient progress in their learning and development. The organisation of the sessions means that children spend too long sitting and waiting, at snack time for example. This is not appropriate for their age. Staff plan a range of activities for children but these are not adapted to individual children's stage of development, interests and needs through careful assessment of each child. Consequently, children do not consistently experience purposeful play and exploration resulting in active learners who think critically. Staff plan around the six areas of learning and make observations of children's play but this knowledge is not used effectively to plan on individual children's development. There are, however, small incidents of interaction that work well such as a staff member sitting with a small group of children pretending to have a tea party, chatting and successfully supporting children's language development. In the after school club isolated 'magical moments' occurred when individual staff supported children on the computer and playing in the sand, interacting and reacting to individual children's requirements, taking the lead from the children so learning is maximised. The after school club, particularly, employs staff who provide good gender and race role models to children. The setting has a designated co-ordinator to work with outside agencies, parents and carers, when necessary, to support those children who require specific help, satisfactorily providing for their needs.

Staff operate some appropriate hygiene practices, for example, they wear gloves when changing nappies and wipe down tables with anti-bacterial spray but they do not consistently take the necessary steps to prevent the spread of infection. All staff are not constantly aware of children's needs such as ensuring children do not drink from other's cups, pick food from the floor or ensure children's hands are clean before eating. Children are encouraged to learn about keeping themselves safe when walking to nursery, for example. Staff carefully explain the need to hold hands to keep them safe from the busy roads. Effective fire protection and evacuation procedure are in place ensuring children are safe in an emergency. Children arrive happily at the playgroup and settle. Staff ensure that children have easy access to a range of resources when they first enter the playgroup and after the school club. This adequately supports their independence at that time. The space used and resources are generally appropriate, however, the setting does not always take advantage of the outside areas to promote learning effectively. An adequate selection of books are readily available for children to select and comfortable sitting areas encourages them to do this. However, story times are not always effective in supporting children's learning as the organisation of their day is not suitable for very young children. On the day of the inspection children were asked to sit down again after having already spent a long time sitting for their snack. Children's problem solving skills such fitting pieces into a jigsaw are not appropriately encouraged. Overall staff do not extend children's conversation skills, vocabularies, numeracy and information and communication technology to help underpin their eventual

economic well-being. Children generally behave well and understand simple rules. However, staff are not very adept at encouraging children by using lots of praise, for example to help children understand what is acceptable in a positive way.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Inadequate
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Inadequate

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Inadequate
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Inadequate
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Inadequate

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Inadequate
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Inadequate
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Inadequate
How well are children helped to enjoy and achieve?	Inadequate
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Inadequate

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Not Met (with actions)
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure the care provided for older children does not adversely affect the care of children receiving early years care.

08/10/2008



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

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.