

Bluebird Playgroup

Inspection report for early years provision

Unique reference number	253632
Inspection date	05/11/2008
Inspector	Martyn Skinner

Setting address	Westfield County Primary School, Westbourne Park, Bourne, Lincolnshire, PE10 9QS
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Telephone number	07957 475228
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Email

Type of setting	Childcare on non-domestic premises
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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

Bluebird Playgroup opened over 30 years ago as a completely independent, privately owned playgroup. It is registered on the Early Years Register and both parts of the Childcare Register and operates from a temporary building within the grounds of Westfield Primary School in the town of Bourne, Lincolnshire. A maximum of 18 children may attend the playgroup at any one time. The playgroup is open each weekday from 08.45 to 15.30 during school term time. The setting offers morning and afternoon sessions in addition to full days. All children share access to a secure enclosed outdoor play area. The setting is on one level and disabled access is provided.

There are currently 40 children aged from two to under five years on roll. Of these, 18 children receive funding for early education. Children come from the local area. The playgroup employs five members of staff to work with the children, all of whom hold appropriate early years qualifications.

There are no formal partnerships with other organisations, although the setting does work in close cooperation with Westfield Primary School.

Overall effectiveness of the early years provision

Bluebird Playgroup makes a positive difference to the lives of children. The uniqueness of each child is well understood and the setting works hard to meet the needs of all children. A fully inclusive environment has been created in which children are supported in making good progress in their learning and development. Children's welfare is a priority in the setting and self-evaluation is used well to identify issues and bring about change.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- promote greater use of outdoor learning environment by ensuring appropriate clothing and footwear are always available
- build on the already strong liaison with parents by providing more detailed information on the Early Years Foundation Stage (EYFS) to help parents support their children

The leadership and management of the early years provision

Staff are well supported by an owner and a supervisor who share a strong commitment to caring for the whole child. The supervisor has a secure understanding of the Early Years Foundation Stage and her responsibilities within the setting. Information from training and the setting's use of self-evaluation bring about beneficial changes to practice and the environment. As staff are continually

reviewing activities and approaches, looking to further improve provision, there is a good capacity for further improvement. The commitment of the team to improvement has led to the development of an environment in which the uniqueness of individual children is valued and supported by motivated and enthusiastic staff.

The setting values the contributions of parents and enjoys an excellent reputation. Parents receive good information about their child's achievements and are asked to make comments that feed into the individual learning journeys. Parents are always welcome to contribute areas and share insights. As a consequence, children's needs are well understood and can be addressed appropriately.

Children are safeguarded effectively because staff are vigilant about physical safety both on and off the premises. Policy documents have been updated in the light of changes to regulations. Staff undergo full clearances prior to employment and risk assessments are carried out on a regular basis.

The quality and standards of the early years provision

Children enjoy attending Bluebird Playgroup because they are very well cared for and experience lots of interesting activities. They are motivated to learn by an enthusiastic staff team who are highly skilled in providing appropriate support. Relationships at every level are excellent. Resources and activities are well organised to allow independent access and develop children's confidence. There is a good balance of adult-led and child-directed activity and staff use their experience to challenge children's thinking through effective questioning. Staff know when to stand back to allow unhindered exploration and when to intervene to take an activity forward. Children develop well in all areas of learning because increasingly robust assessment procedures track development and signpost staff to the next steps for learning. The setting has good provision for outdoor learning, but this is not accessed freely in inclement weather or simply if the grass is wet, due to a lack of appropriate clothing and footwear. Staff members work together as a team in planning a relevant and effective range of activities which promote learning for all children. Parents have regular opportunities to feed into the learning journey and value being able to work in genuine partnership with staff. Parents rightly express great confidence in the quality of care and education their children receive.

Children learn to keep themselves safe through discussions with staff when using equipment or moving around the setting. Children are learning the importance of staying healthy through eating healthy snacks, taking part in regular exercise and washing their hands at appropriate times of the day. They very much enjoyed joining in with the school's recent sponsored walk.

Children clearly enjoy their time at the setting. Staff have succeeded in establishing a calm and industrious environment where children play well on their own, with peers and in groups. They enjoy freedom of choice and this develops their critical thinking and decision making skills. Sharing and turn-taking skills are being developed during collaborative play and children respond well to the wishes of their peers and adults. They thoroughly enjoy sharing their ideas and make a good

contribution to each other's enjoyment and learning. As a result of the learning environment, planning and interactions from staff, children are settled, inquisitive and motivated to learn.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.