

Bluebell Hill Playgroup and Out of School Care Scheme

Inspection report for early years provision

Unique reference number	254657
Inspection date	07/07/2009
Inspector	Alison Putnar
Setting address	Bluebell Hill Community Centre, Dennett Close, Nottingham, Nottinghamshire, NG3 2GL
Telephone number	0115 9476722
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Type of setting	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 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 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. There is level access to the main building, and steps to the pre-school area.

The playgroup is registered to care for 24 children at any one time, aged from two years to under eight years. It opens five days a week, from 09.30 to midday 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. There are 39 children on roll attending part-time during the week.

The after school club operates weekdays between 15.30 and 18.00, and takes children from three-years-old to 11-years-old. There are four children in the early years age range attending. Sometimes a holiday club operates during the summer school holidays for three weeks. All children share access to a secure enclosed outdoor play area.

There are seven staff employed, all of whom hold appropriate childcare qualifications. Volunteers also support the session and during school drop off and collections. 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 provision is satisfactory. Overall, staff are organised generally well, ensuring children's welfare is effectively promoted through secure practices. Close working with parents and other agencies ensures that children's individual care needs are accommodated. However, communications focus less on children's development, missing opportunities for all to work together to maximise children's learning. Children enjoy their time at the setting and make satisfactory progress through a suitable range of play based activities. A positive attitude to continuous improvement is evident, demonstrated through adequate systems of self-evaluation and seeking advice from relevant professionals.

What steps need to be taken to improve provision further?

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

- establish links with other settings providing for children in the Early Years Foundation Stage to ensure continuity and progression for children through sharing relevant information with each other and parents

- expand some staff's knowledge of methods of assessing children's progress, ensuring they monitor and plan for progression in all six areas of learning equally and consistently helping children to reach their full potential
- review the organisation of systems to better meet the individual needs of the children, with regard to activities following meal times, ensuring that these provide sufficient challenge for all
- improve support for children learning English as an additional language or those at an early stage of speaking, by using the effective practice examples in the Department for Children, Schools and Families guidance
- extend risk assessments to include all activities, with particular regard to children using bikes in the large hall during the out of school club and the computer in the pre-school.

To fully meet the specific requirements of the EYFS, the registered person must:

- identify a named deputy who is able to take charge in the absence of the manager for the out of school provision (Suitable people).

04/09/2009

The leadership and management of the early years provision

The committee and staff team show a commitment to improving the setting, acting upon advice and support from relevant professionals. As a result, significant improvements have been made since the last inspection particularly in promoting children's safety and good health. Managers continue to review the settings practice and identify strengths and some areas for development to benefit the children. The setting now need time to implement their ideas and to continue to develop staff's confidence in using methods to support children's learning. Since the last inspection positive changes to the organisation of sessions, resulted in improved outcomes for children. Staff accessed training about the Early Years Foundation Stage (EYFS) and methods for assessing and planning for children's progress. Activities are pitched at more appropriate levels for the children, behaviour is improved and children make satisfactory progress in their learning. Whilst secure progress has been made, staffs ability to assess and plan for children's progress accurately and consistently remains an area for improvement for both the pre-school and out of school club.

Secure recruitment procedures ensure adults looking after children are suitable to do so and have appropriate skills and qualifications for their role. The recent re-organisation of staffing at the out of school club has lead to significant improvements. Good relationships exist between staff and children and an atmosphere of mutual respect is evident. Children themselves recognise that behaviour is better. They report they feel happier and enjoy the setting, preferring the calmer meal times. Older children show concern for younger ones, offering comfort and reassurance during a loud storm. In both settings staff are generally well-organised and adult to child ratios are maintained, ensuring children are safely supervised and receive appropriate attention. However, the lack of a deputy to

take charge in the absence of the manager of the out of school club is a breach of requirements and has the potential to adversely impact upon the quality of this provision.

The majority of staff have current first-aid qualifications, ensuring children receive appropriate care in the event of minor accidents. Staff are aware of the policies and procedures of the setting and implement them effectively to keep children safe and promote their health. Staff demonstrate a secure understanding of procedures for reporting any concerns for children's welfare, thus safeguarding children in their care. This is a significant improvement since the last inspection. Risk assessments are conducted and reviewed to further reduce the likelihood of accidents, but, do not yet include all activities. The increase to the number of staff escorting children at school drop off and collection times improves methods for keeping children safe and demonstrates that the risk assessments are effective. Appropriate records are in place and include relevant details to ensure children are cared for in line with individual needs. Parents report that staff are approachable and share relevant information. Methods for discussing children's progress are informal and some opportunities are missed for liaising with other settings the children attend to ensure all are working together to maximise children's progress.

The quality and standards of the early years provision

For the main part of the sessions, children access an interesting range of activities. They choose from those planned and set out by staff. In the pre-school, topics and themes are used well to help children make links in their learning. The story of the 'three bears' is used to promote children's communication, language and literacy, as they listen to the story, use visual props to tell their own stories and draw pictures. Their mathematical development is also supported as they compare the size of characters. Children make sound progress in their personal, social and emotional development. They are encouraged to help tidy away toys after playing, developing a sense of responsibility. Many are beginning to learn to share and take turns following gentle reminders from staff. Knowledge and understanding of the world is supported as they explore aspects of nature; planting, growing and harvesting carrots and potatoes in the garden. They develop skills of using technology when using the pre-school computer and digital camera. Staff in the pre-school observe children during play to assess their progress, information is then used to plan further activities to help children build on the skills they have. Assessments do not yet consistently cover all six areas of learning equally, somewhat restricting children from reaching their full potential.

Staff, with some success, support children's language skills through joining in their play and using new words for young ones to copy. They less often ask questions in a way that help children to expand their vocabulary and answer using longer sentences. Systems are emerging for working with relevant professionals to assist children with speech and language needs. The support is less well established for children learning English as an additional language. Children investigate textures and develop their creative skills as they use sand, water, paint and dough regularly. They explore aspects of the wider world as they taste exotic fruits, experiment with different musical instruments and learn about a variety of special

days and festivals. Children at the after school club decorate masks as they chatter about their recent experiences of the local carnival. Activities provided at the after school club generally compliment the children's school day. They are able to relax and make choices during play. Staff are gaining knowledge about the children and are beginning to use this to plan and encourage children to try new activities to expand their development. For example, through supporting a less confident child to join in the cricket game.

Changes to the organisation of snack time gives children more space to eat in comfortable surroundings and improves hygiene as staff monitor hand washing routines and ensure they eat and drink their own foods. On the whole time and space is organised well to ensure children access a suitable range of interesting activities both indoors and outdoors. Most staff are vigilant to ensure children are actively involved and included. Provision is made for children to be active or rest and play quietly, meeting individual needs. In both groups the organisation of activities after snack and tea-time are less well planned to help children make as much progress as possible. For example, the younger children often revisit skills they already have when using the wheel toys, randomly riding round and round, rather than learning new skills, such as following a route. Whilst it is acknowledged that this is free choice time for the after school club some opportunities to incorporate wider learning are missed.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

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