

Blue Bell Hill Play School

Inspection report for early years provision

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EY294034

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Inspector

Susan Jennifer Scott

Setting address

Bluebell Hill Hall, Robin Hood Lane, Blue Bell Hill, Chatham,
Kent, ME5 9QR

Telephone number

07731 503227

Email

bev.watkins@blueyonder.co.uk

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 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).

Description of the setting

Bluebell Hill Play School opened in 2004 and operates from one room in the village hall. It is situated in the village of Bluebell Hill, in mid Kent. A maximum of 22 children may attend the play school at any one time. The nursery is open each weekday from 09:15 to 11:45 for 38 weeks of the year.

The play school is registered on the Early Years Register. A maximum of 22 children may attend the play school at any one time. There are currently 19 children aged from 2 to under 5 years on roll. Children attend from a wide catchment area. The play school welcomes children with learning difficulties and/or disabilities and those with English as an additional language although none attend at present.

The play school employs four members of staff. All four of the staff, including the manager hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Information about children's achievements is shared with parents and other agencies in order to provide very good support for all children. Staff provide sensitive support for children's needs and ensure that no individuals are disadvantaged. There are good systems for planning, taking individual development into account. All children really enjoy their time in the play school and are making good progress in all areas of learning; they are each valued and treated with kindness and respect by staff who strive to promote their welfare. Children are confident because their contributions are valued and staff successfully promote children's learning and welfare through good self-evaluation.

What steps need to be taken to improve provision further?

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

- make systematic observations and assessments across all six areas of learning and development to identify learning priorities
- ensure safeguarding procedures are in line with Local Safeguarding Children Boards guidance and procedures, and that all staff are able to implement them appropriately
- review the use of the daily checklist contributing to risk assessment procedures.

The leadership and management of the early years provision

A good two way flow of information ensures staff and parents are aware of children's achievements and any concerns. The staff use questionnaires with

children and parents to ensure that the provision meets their needs effectively. Children's confidence is enhanced through the use of a bear which goes home with each of them in turn and the library scheme which effectively promotes links between their home and the play school. Both of these initiatives provide good opportunities for the children to demonstrate and share experiences they have. Information is shared during the consultations which are gradually being established, when records and children's achievements are discussed. When children first begin at the group their individual requirements are noted, so that staff can work effectively to support and include them; other settings that the child attends are also sent information to assist the process of assessment. Parents express great satisfaction with the service they receive and the progress their children make. They benefit from easy access to clear information which explains the policies and procedures. A minor issue was discussed during the inspection in relation to risk assessment procedures which are in place but not always recorded.

The quality and standards of the early years provision

Children benefit from practitioners secure knowledge of the Practice Guidance for the Early Years Foundation Stage. Staff observations and assessments of children show a good understanding of child development and are used to identify children's next steps and plan for these. Children are confident and secure as staff work together effectively, evaluating their plans and ensuring activities are based upon the interests of individual children. This results in good levels of engagement. Children are making good progress because the staff empower them by promoting children's choices in their play and learning. This is well supported by the accessibility of toys and resources. Key persons get to know children well, using this information to build upon children's skills and understanding. Staff ensure there are regular observations and assessments that identify children's progress in all six areas of the curriculum, although there is no systematic approach to ensure all areas of learning are assessed equally to provide a complete, ongoing account of development. Staff have not established a secure system to document how initial information is used in order to begin preliminary observations leading to assessments yet.

Children to explore imaginative play when they decide to be patients in a hospital and staff extend this by providing the doctor's set and allowing themselves to being bandaged. Children show enthusiasm for musical instruments, playing drums and other instruments and thus developing their coordination. They enjoy their time engaged in play outside, blowing bubbles or water painting. Many older children are becoming confident writers, spontaneously signing their names on the portraits they have drawn on paper plates, as staff skilfully prompt them to do this and to display their work by pegging it on the hanging net. Children are beginning to learn that books can be used to investigate and understand all kinds of play. Children respond with confidence when asked about the quantities in the recipe they are using to make biscuits for Comic Relief day.

Staff have a good understanding of safeguarding although procedures for dealing with allegations have not been updated in line with recent staff training. The staff are aware how and when to refer any concerns to the appropriate agency. This

provides safeguards for the welfare of children, as does the information provided for parents on how to raise complaints or concerns. Children learn valuable lessons from the activities, such as, learning to share with others. They learn to take turns and show a good awareness of the rules which they reiterate to each other sometimes. Staff are skilled at treating each child as unique, establishing their interests, knowing their backgrounds and supporting these through their provision.

Children learn about self care and healthy routines as these are encouraged through good procedures that promote children's independence. For example, they wash their hands and dress themselves, sometimes with help, for outdoor play. Children's individual dietary needs are catered for and parents provide the foods for their snack. Children independently pour their own drinks whenever they want one.

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?	1
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?	1
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 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.