

Busy Bees Playgroup

Inspection report for early years provision

Unique reference number 143151
Inspection date 13/05/2009
Inspector Samantha Powis

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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).

Description of the setting

Busy Bees Playgroup is privately owned and has been registered to provide care for children since 2000. It operates from a church hall in the town of Yeovil in Somerset. The group has sole use of the whole premises during their opening hours, which includes a large hall with access to toilets and kitchen facilities. All areas are easily accessible. There is an enclosed area for outside play.

The group opens during school term times from 09:00 to 11:45 Monday to Thursday and from 09:00 to 15:00 on a Friday. Occasional sessions are offered during the school holiday periods dependent upon demand. The setting is registered on the Early Years Register to provide care for up to 20 children from two years of age. There are currently 35 children on roll, all of whom are in the early years age group. The setting receives government funding for three and four-year-olds. The group supports children with learning difficulties and/or disabilities.

The owner/manager holds a level 3 qualification in childcare and is supported by a team of six staff. Four of these are qualified to level 3 and one is qualified to level 2. The group receives support and advice from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are happy, settled and confident in the familiar daily routines and relate well to the friendly staff team who devote their time supporting the children in their play. Staff understand children's individual needs well and implement a good range of strategies to ensure all children are fully included. A wide range of activities are enjoyed by the children throughout the session, which helps them to make good progress in all areas of learning. Regular evaluation of activities, routines, policies and procedures ensures that improvements are made to meet the needs of children attending.

What steps need to be taken to improve provision further?

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

- ensure all children are confident and familiar with the emergency evacuation procedures to promote their safety
- make better use of the outdoor space when planning activities in all six areas, to further promote children's learning and development.

The leadership and management of the early years provision

Staff have a secure understanding of their roles and responsibilities and work well as a team to promote children's welfare. Sessions are well organised and planned for, ensuring that children are closely supervised at all times. Space indoors is

presented well and used effectively to allow children to engage in a wide range of activities, however, the outdoor play area is relatively new and is not used fully to benefit children's experiences. Staff have a secure knowledge of safeguarding procedures, ensuring they act appropriately in the event of a child protection concern. Effective recruitment and vetting arrangements mean that staff are suitable and have appropriate qualifications to support children's safety and welfare. Staff are vigilant about safety and carry out regular effective risk assessments of the indoor and outdoor areas to prevent accidents occurring. Older children regularly practise the emergency evacuation procedures, however, the procedure has not yet been practised with the younger children to ensure they are confident and aware. Records, such as the daily registers, incident, accident and medication reports are used well to support children's ongoing health and safety and in general, ensure confidentiality is maintained.

Staff regularly evaluate their own practice and children's learning. They use this information to adapt and improve their procedures in order to better support children's experiences. Staff are keen to update their own skills through training and frequently share what they have learnt with the staff team so they all benefit from any new information. Overall, recommendations raised at the last inspection have been addressed well, which means children's learning and development and their health is better supported.

Good partnerships are established with parents and carers which helps to ensure children are cared for according to their individual needs. Key workers are ready to welcome each child and parent into the playgroup allowing time for discussion on a daily basis. Parents are fully informed about the key worker's role and feel confident to speak to them or any of the staff team about their child's needs. Parents share information with key workers about their child's development when they first start, which helps staff plan for their continued progression. Information about children's learning is regularly shared with parents through pre-arranged consultations. The group have been pro-active in establishing links with the local school and others working with the children. This helps to ensure that all those supporting the child are working together to meet their needs.

The quality and standards of the early years provision

Children are confident and secure in the familiar daily routines and are often given roles of responsibility during the session, such as helping with snack, which increases their self-esteem. Staff are actively involved with the children as they play, using open ended questions and engaging them in discussions to increase their learning. Excellent use is made of simple sign language and visual aids throughout the areas, which helps all children to communicate their thoughts and needs and become fully involved. For example, children are absorbed by the familiar story about a caterpillar, their attention captured through effective use of props to illustrate the story. Children's natural curiosity is captured as they engage in many activities which allow them to explore both natural and manmade products. For example, they peer through the magnifying glass to look closely at the patterns on the snails' shells and compare how far they travel. They laugh excitedly as the snails start to wake up and move around. They engage

enthusiastically in role play, using the easily accessible resources and equipment to complement their play. They write their own shopping lists using the pads of paper and pens provided, demonstrating their increasing awareness that print carries meaning. Children are introduced to numbers and counting during everyday practical activities. They count the numbers of chairs needed for snack time and decide how many cups are required. Older children are asked questions such as 'how many more', involving them in simple calculation and problem solving. Children are beginning to recognise some familiar letter shapes and the sounds they make, they are encouraged to have a go at writing their own names to label their work, the confidence increasing as staff praise them for their efforts.

Children are encouraged to follow positive routines which helps them to understand the benefits of a healthy lifestyle. They are reminded to wash their hands after they have handled the snails, and reminded by visual signs to wash their hands after using the toilet and engaging in messy play. They learn simple boundaries and expectations within the playgroup which help to keep them safe, such as not running indoors.

Children have access to a broad range of activities which are set out for them when they arrive. These activities are offered based on the staff's secure knowledge of children's interests and preferences. Children are able to select alternative toys and equipment by using the photo album to identify what it is they would like brought out for them. The indoor environment is organised well, however, full use is not made of the outdoor play space to benefit children's development across all six areas of learning . Staff are developing effective systems to monitor children's progress and development through observations. This enables them to plan the next step for each child, ensuring they continue to make good progress and remain keen and interested.

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 |

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