

Busy Bees Playgroup

Inspection report for early years provision

Unique reference number 400303
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Inspector Janet Taylor

Setting address C/O Pannal CP School, Pannal Green, Pannal, North
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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 a committee run group, which has been operating since the mid 1970's. It was re-registered in new premises in 1998 and is located in the centre of the village of Pannal in North Yorkshire, serving the local and surrounding areas. The playgroup has purpose built premises in the grounds of Pannal Community Primary School. There is a large playroom, an office, toilet and kitchen facilities and also a secure outside play area. In addition, the playgroup has access to the host school playground, when not in use by the school.

The group is registered on the Early Years Register, to provide sessional care for 26 children between two and under five years old. There are currently 38 children on roll. The setting is in receipt of nursery funding for four year olds. There are procedures in place to support children with learning difficulties and disabilities and English as an additional language. The group opens five days a week during term time only. Sessions are from 09.00 to 11.45. Six members of staff work with the children, all of whom hold a recognised childcare qualification at Level 2 or 3. The group receives regular support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good and children make good progress towards the early learning goals expected by the end of their reception year. The playgroup self-evaluation gives good indicators of strengths and areas for development. The committed leader and supportive team ensure that children are safe and secure, although risk assessments do not fully comply with requirements. Children are articulate, cooperative and generally make good progress. There is good support for children with learning difficulties and disabilities. Parents are well informed about their child's care and education in most areas, although they are not informed about child protection procedures before their child joins the setting.

What steps need to be taken to improve provision further?

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

- ensure that group discussions are a suitable length so that younger children are able to stay on task and learn effectively.

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

- ensure that there is a process for the consistent recording of risk assessments 01/07/2009
- ensure parents are fully informed of child protection procedures. 01/07/2009

The leadership and management of the early years provision

Together, the leader and committee manage the playgroup well. The committed leader is well supported by an enthusiastic team. They ensure the safety, security and enjoyment of all children. Through the recent self-evaluation, the setting has good understanding of its strengths and areas for development. All staff are confirmed as suitable through security checks and are knowledgeable about the requirements of the Early Years Foundation Stage framework. Policies and procedures give a good operational framework, however, the recording of risk assessments are not consistently carried out and parents are not fully informed of child protection procedures before their child joins the setting, which are breaches of statutory requirements.

Staff are keen to engage in training to further impact on good practice whilst parents praise good support for children with learning difficulties and/or disabilities. There is a good structure for assessment against early learning goals and the partnership with parents is good. Parental involvement is a strength. Parents appreciate the opportunity to work in the setting on a rota basis, getting access to the setting's organisation and how their child learns. Parent questionnaires completed on entry detailing their child's make-up get the children off to a good start. Parents are kept well informed via daily dialogue and a 'what we have done today poster'. Regular newsletters, prepared by the management committee, inform parents well and involve them in ongoing learning, as in the 'show and tell' letter of the week. 'Special books' and photographic, individual records of activities and progress give another good insight.

The quality and standards of the early years provision

Children are happy, confident and independent. They use good language skills. For example, picking up a triangular piece of paper a child comments, 'This looks like a mountain.' Independence is fostered effectively through a number of well structured picture systems. For instance, at the computer and when children use a sand timer to record their activities. At snack time children make choices via pictures of available food. They self-register for snack using their registration name strip.

Staff plan effectively to ensure children understand how to stay safe. For example, road safety features in discussion. Children demonstrate their awareness of safety as they use resources such as scissors safely and move around the setting in an orderly fashion. Children enjoy healthy snacks of fruit, vegetables and bread sticks, water and milk, understanding that they are good for you. The outdoor area has a hard surface for continuous provision, but this is limited in scope. The grassed area is moderate in size so does not allow for the full range of physical exploration. This is supplemented by using the adjacent host school playground when not occupied and children make good progress overall in their physical development.

Resources support early learning requirements and well designed furniture helps to add quality to the provision. At the request of the children, the good range of

collage materials is positioned closer to the mark making area, for ease of use. Children organise their own activities, eagerly learning how to glue and stick materials of different qualities to decorate paper bags. The current topic of 'mixing', effectively helps children to learn the properties of substances, as they mix water with flour to make dough. They also mix colours together and add water to dry paint. However, the beginning of the day 'show and tell activity' is too long for the younger children and their concentration lapses. As a result, this activity does not sufficiently support and extend their learning.

There are strong links with the host school and the nearby nursery. Some children attend both settings and some staff are also employed at both and know the children well, effectively sharing information about their progress. These effective partner relationships prepare all children well for school entry. Additionally, diverse cultural celebrations of, for instance, American Thanksgiving and Chinese New Year, and experience through role play also prepare the children for a multicultural life.

Children regularly demonstrate their good social skills in sharing equipment happily and helping each other, for example, when a child found sellotape difficult to control, others helped automatically. Good relationships exist within the group. Friends create their own games and the children are positively encouraged to be creative by using materials and posters in their own way.

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?	3

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?	3

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