

Busy Bees Playgroup

Inspection report for early years provision

Unique reference number EY392994
Inspection date 05/11/2009
Inspector Jane Wakelen

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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 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.

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Description of the setting

Busy Bees Playgroup opened in 1992 and moved premises in 2009. It operates from the village hall in Worth, Deal. Children have access to an enclosed outdoor play area. Access is via a ramp, and there is a toilet for disabled people. It is open each weekday from 9.00am to 12.00pm, with a lunch club from 12.00pm to 12.45pm, during term times, and a holiday club operates in the summer holidays.

The playgroup is registered on the Early Years Register. A maximum of 26 children may attend the playgroup at any one time. There are currently 20 children aged from two to under five years on roll. The provision is also registered on the compulsory part of the Childcare Register.

There are five members of staff, three of whom hold appropriate early years qualifications to at least NVQ Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, enthusiastic learners and benefit from the team of motivated staff who know each child well and treat them as individuals. Children are able to make good progress in their development because staff understand how children learn and provide a welcoming environment, using a good range of resources and equipment. Children's well-being is supported through the good partnership with parents and the regular monitoring and evaluation of the setting's provision to fully promote outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the observation and evaluation process to plan children's next steps in their development to ensure activities are challenging, extend children's learning and enjoyable
- use children's next steps in their development to fully inform the planning to identify children's individual needs.

The effectiveness of leadership and management of the early years provision

Children are safe and their welfare promoted because staff have a good understanding about safeguarding children and have all attended training for child protection. The written policy is shared with staff, the committee and parents to ensure all parties are aware of the procedure to be followed if there were any concerns regarding children's safety. The safe arrival and departure procedures, including the use of the visitors' book, further promote children's safety. All staff

are vetted and checks taken up before employment and effective procedures are in place to help ensure all adults coming in to contact with the children are suitable to do so. Risk assessments are in place and completed on a regular basis to ensure children play in a safe, secure environment.

The supervisor works closely with the committee and staff to provide a caring, stimulating environment for children to learn in. The staff meet regularly at team meetings to discuss concerns with any of the children and how the activities and room layout have been used by the children. The continuous monitoring and evaluation of the provision, resources and routine ensure outcomes for children are fully promoted and children's welfare and learning is given high priority. The setting uses the self-evaluation form to identify the provision on offer and plan improvements.

All children are fully included into the setting and their individual needs addressed and met. Staff have a good understanding, through the key person system about children's health and dietary needs which enables staff to implement procedures to meet children's needs. For example, children with additional needs have a diary to record important information, such as food eaten if they have a food intolerance or information if medication has had to be administered. This ensures parents are kept informed and children's well-being is promoted. Staff ensure children with English as an additional language are fully included in activities and their home language promoted through signs around the room, books and some spoken words to help children feel valued and can gain a sense of belonging.

The partnership with the parents is sound with daily communication between the staff and parents helping to provide consistency and a good two way flow of information. Parents attend for settling in visits with their children and complete forms for the key person to identify their child's starting points and personal information. This information is then used to start the planning and evaluation process for the child. Parents have access to their child's folder on a daily basis and have two formal occasions throughout the year to discuss the record with the key person. Parents contribute to the assessment process in an informal way through daily discussion, but this does not always ensure children's progress and next steps are fully identified. The staff are hoping to improve this through introducing and implementing a new assessment process called the 'unique child'. The supervisor understands the importance of liaising with all professionals who work with the children, including other pre-schools and childminders to keep a record of children's progress and individual needs.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their development across all six areas of learning because staff ensure children have access to a range of good quality equipment and have a good understanding about the Early Years Foundation Stage. Children's progress is observed and recorded under the area of learning and their next steps identified. However, the limited observations do not always identify the child's stage of development and therefore the next steps do not extend or challenge

children's learning. Planning is implemented for long, medium and short term, using topics to plan activities. This results in the short term planning not always providing clear guidance about each child and their individual needs.

Children develop good communication skills talking to each other and adults and answering open-ended questions. They enjoy looking at and sharing books with adults and their peers, joining in with enthusiasm to stories that rhyme, anticipating what the end word will be. Children are encouraged to identify their name cards for self-registration and at snack time, with the younger children being able to use the pictures as visual aids to help them find their name. This supports their letter recognition and is further supported by labels on storage boxes and areas around the room to help children become familiar with everyday words. Children enjoy daily opportunities to make marks with a variety of mediums and some of the older children are learning that marks carry meanings when attempting to write their own name on their picture.

Opportunities to learn about number, measure, size and shape are available in many activities, such as the large 3D foam shapes children can build with to the small 2D shapes for the 'tap-it' game. Children are beginning to use mathematical language in their play, saying 'I have the big square' or 'Where is the little dinosaur?'. Children have access to sorting and threading resources supporting their numeracy skills and learning about sequencing in patterns. These skills are extended when using the computers as children learn to listen and follow instructions for the programme. Children learn about different countries and their cultural celebrations, including celebrations, such as Halloween and fireworks night. Art activities and practical food tasting help support children's understanding of differences and begin to gain an understanding about the world in which they live. Resources around the room, including the small world and posters all help children value each other whilst learning about diversity.

Children's health and well-being are effectively supported within the playgroup. They learn about the importance of hygiene routines, washing their hands before eating and after using the toilet to wash away the germs. Children are encouraged to use tissues for their noses and dispose of them in the bin afterwards, before washing their hands, to prevent spreading their germs to other children. Staff support this understanding by following good hygiene routines, such as cleaning tables with antibacterial spray to ensure children eat off a clean surface. Children learn the importance of daily exercise and have healthy options for snack time, such as fresh fruit and vegetables.

Children explain how they keep safe in the setting, for example, sitting on their chair properly and by developing spatial awareness when using the tricycles and climbing through the foam mats. Staff give children gentle reminders about staying safe which is supported through visits from outside professionals, such as the local Police Community Support Officer and fire service. Staff also help children learn how to be safe when crossing the road, using the indoor zebra crossing and talking about holding an adults' hand and wearing bright coloured clothing.

Children behave well at nursery and learn about sharing and taking turns with the toys. Staff calmly intervene if children cannot solve their own disputes helping

children understand about being nice to each other. Children respond well to praise and encouragement and show pride in seeing their work displayed or showing their parents around the setting pointing out what they can do, such as using the computer or riding the tricycles. The relaxed approach from staff and good partnership with parents ensure children experience a learning environment where they can achieve and develop.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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