



Busy Bees Playgroup

Inspection report for early years provision

Unique Reference Number 223743

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Inspector Lynn Morris

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Registered person Coventry Sports Foundation

Type of inspection Integrated

Type of care Sessional care, Out of School care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Coventry Sports Foundation operates three groups from the Centre. Busy Bees Playgroup, a crèche and a play scheme are run by the same provider at the premises. Busy Bees opened in 1996 and operates from a room, shared with the play scheme. The crèche operates from a separate room. All provisions are in a

sports centre in Coventry, West Midlands. A maximum of 48 children may attend the play scheme, 26 children may attend the crèche and 24 children may attend the playgroup at any one time. The play scheme is open during school holidays only, the crèche is open to meet the demands of classes and sports centre users and the playgroup is open 09:30 to 12:30 and 13:00 to 15:00 week days, term time only.

At the playgroup there are currently 30 children on roll aged from 2 to 4 years. Of these 2 children receive funding for nursery education. Children come from mainly local areas. The playgroup currently support a number of children with special needs, and also support a number of children who speak English as an additional language.

The playgroup employs four staff. There are three staff, including the manager who hold appropriate early years qualifications. There are two staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health within the setting is supported appropriately and children benefit from satisfactory hygiene practices with regard to hand washing and nappy changing. They wash their hands after using the toilet and before having snacks. However, children are not given soap and therefore will not learn the importance of keeping their hands clean. They see staff cleaning the tables after play and after their snacks. Children's well-being is supported by a staff member trained in first aid and an adequately stocked first aid box is available in the room.

Children have snacks and drinks during the session. They bring a piece of fruit each week, which adults share between children. Their dietary needs are adequately met by staff, who know the children's needs and make appropriate arrangements for alternative snacks to be available. Children sit in small social groups and enjoy conversations during snack time. They have squash to drink at set times but cannot access a drink in between without asking an adult.

Children use a satisfactory range of toys and equipment in the garden, which helps to keep them healthy. They run around and use wheeled toys with confidence, growing control and co-ordination. They have limited opportunities to climb or balance as resources to promote this development are not available.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are cared for in clean premises with sufficient equipment to meet their needs. They are closely supervised and cannot leave the premises without an adult but the security arrangements to keep children safe from visitors are not effective.

Children play in areas where some safety issues have been addressed. For example, plug sockets are covered and heaters are guarded but children can access the cupboard, which houses cleaning materials because the lock is broken and the fridge lock is not working efficiently. Children in the crèche use soft play animal shapes with rips and tears in them exposing the foam and increasing the risk of harm to children. Risks to children have not been fully identified by the setting's risk assessment procedures, which do not identify individual risks in the groups but are more in line with the centre's general risk assessments.

Children's safety and well-being is considered by having a written fire procedure displayed on the wall and children practise adequate evacuations. Children are protected from risk of harm or abuse because the supervisor has a satisfactory knowledge of child protection procedures and there is an adequate policy available. However, the organisation does not have a named child protection co-ordinator to ensure that children's welfare is met.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled and happy as they play with a general range of activities both indoors and outside in the garden. They choose where they want to play with toys and equipment selected by adults, which does not encourage their independence fully.

Children enjoy stories and singing and listen to adult requests. They have balanced routines throughout the session, which helps them to feel secure. Some children need support to separate from their carers, whilst others are developing confidence to leave their carers straight away. Children's needs are adequately met through the range of adult-selected resources. However, children are not using some of the activities selected by adults. For example, children are not using the book area because it is not an appealing area to children and therefore inhibits their learning.

Children make relationships with familiar adults and seek reassurance from them. They are praised for their achievements and learn to share and take turns.

Nursery Education

The quality of teaching and learning is inadequate. Children do not make enough progress because the practitioners have an insecure knowledge of the Foundation Stage. Plans lack detail and do not link aims for learning to activities. Staff do not use the stepping stones to plan children's progress towards the early learning goals. Observations and assessments of children's learning are ineffective and do not contribute to planning the next step of learning for children. The lack of evaluation of children's learning means that practitioners are unable to recognise where they are successful in promoting learning and where aspects of learning require improvement. Resources are insufficient to plan activities to promote learning in all six areas.

Children engage happily in activities selected by staff. Most children play alongside other children and still need support to negotiate with each other during minor

disputes. Children display different levels of confidence and ability to communicate. Some opportunities to extend children's language and thinking are missed by adults during activities, when they supervise instead of asking open-ended questions to evoke a response from children. Children enjoy and join in familiar rhymes and songs and are beginning to repeat the words and actions. However, during most adult-led activities there is a low level of questioning by adults, which results in children not extending their language and thinking by learning new words.

Children are introduced to number songs and rhymes. They count occasionally but resources limit their progress and there is little evidence in the environment that children are introduced to numbers and concepts during everyday activities. Children make poor progress in knowledge and understanding of the world. They have few resources, which are not generally available to them. For example children do not use the computer, which is stored in a cupboard. There are no programmable toys or items for children to discover how things work for example, magnets, cameras, torches, treasure baskets. Children do not sufficiently find out about their environment or the wider world. There are no interest tables or discussions about current events such as Autumn, which does not develop children's sense of discovery or knowledge.

Children develop physical skills using wheeled toys, balls, hoops and bean bags outside in the garden. Most children pedal with confidence and are developing control using wheeled toys. However, there are limited resources for them to develop climbing skills or to balance, go over, under and through obstacles. They play with materials to encourage their senses but are not challenged by adults supervising activities. For example, children played with corn flour paste. Opportunities were missed by the adults to ask children what it felt like, smelt like and to explore what they could do with it. Children's imaginative and creative skills are being impeded by lack of resources, which enable them to freely choose and create pictures and models.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated with respect and their individual needs are known and adequately supported by staff. Children attend from different backgrounds and satisfactory resources, books and toys support their needs and promote positive images. This positive approach fosters children's spiritual, moral, social and cultural development. Children choose from a basic range of resources to reflect diversity and special needs. For example, they make pictures and listen to a story during festival celebrations and parents tell staff important key words for children who speak English as an additional language.

Children with special needs are valued and supported adequately. Staff work closely with other professionals to ensure that appropriate care is given. Children benefit from staff knowledge gained attending courses designed to meet the needs of individual children.

Children are beginning to learn the rules of behaving well. They know when staff

want them to help tidy up but they need support to share and take turns. They receive praise and as a result respond positively to staff requests. They confidently move through the setting's fixed routines, which helps them feel secure.

Partnership with parents and carers is satisfactory. Children's daily information is shared with parents at the end of the session. Parents have opportunities to meet with their children's key worker at the beginning of the placement and at the end of the year. They receive information about the setting's policies and procedures and a newsletter every half term, which tells parents about new themes, topics and songs and any relevant health issues. However, parents are less informed about the Foundation Stage of learning and they have limited opportunities to become involved in their child's learning.

Organisation

The organisation is inadequate.

Children in the playgroup are cared for in a clean and welcoming environment and space is organised to enable them to experience a satisfactory range of play activities. However, too little is done to ensure that the range and quality of activities for funded children is good enough; this has an adverse effect on their learning. Children in the crèche and play scheme were not present during this inspection.

Leadership and management is inadequate. Management has not ensured that those who work with children in receipt of funding for nursery education have sufficient knowledge of the Curriculum guidance for the foundation stage to help children progress towards the early learning goals. Children are cared for by staff with satisfactory qualifications. However, management procedures to ensure that children are cared for by staff who have been properly vetted are ineffective. For example, supervisors for the crèche and playgroup have not completed appropriate Ofsted paperwork and have not been cleared for suitability through the Ofsted checking process. Other staff have not received clearance through the Criminal Records Bureau. Children are at risk if they are not cared for by staff who have been vetted and police checked or are left unsupervised with adults who have not completed vetting procedures.

Children's welfare, care and learning is generally supported through staff's implementation of the setting's policies and procedures. However, procedures for registration of children in the playgroup are not adequate and registration of visitors is ineffective in the crèche and playgroup, compromising children's safety. Other inadequate safety measures, such as risk assessments and general safety of equipment are not completed. Overall the needs of all children who attend are not met.

Improvements since the last inspection

Care

At the last inspection staff were asked to improve the book area so children could

look at books in comfort. Children have access to books but the area is not appealing to them and as a consequence children rarely seek to look at books by themselves. Therefore this remains an issue from the last inspection. This impacts on children's enjoyment of books.

Staff were also asked to develop children's progress records for parents' information. Parents attend a session at the end of the year where they receive a written record of achievement and have a one to one with staff members. This contributes to a satisfactory partnership with parents and carers.

Education

At the last inspection staff were asked to improve resources and practical activities for mathematics and knowledge and understanding of the world. Children are making poor progress in relation to these two areas of learning. Resources are insufficient to promote children's learning.

Staff were also asked to develop effective systems for recording and monitoring children's progress and to use the information to inform future planning. Staff have not developed systems to monitor and evaluate children's progress and therefore are unable to plan for the next step of children's learning.

Staff were asked to develop their knowledge of how different activities contribute to an area of learning and fit in with the stepping stones that lead to the early learning goals. Staff have attended Foundation Stage training but are not yet able to put the learning into practice, which results in a lack of understanding by staff of how planning for children to progress along the stepping stones leads to the early learning goals.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- notify Ofsted of appointment of all supervisors/ managers and submit appropriate documentation for vetting purposes
- ensure that there are effective procedures in place for checking that staff are suitable to work with children
- take action to ensure that persons who have not completed full vetting procedures are not left unsupervised with children
- assess the risks to children in relation to the playgroup, crèche and play scheme and take action to minimise any identified risks
- make sure that children cannot access cleaning materials in the playgroup and assess and act upon the risk to children's safety when using soft play equipment

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop staff's knowledge and understanding of the Foundation Stage of learning and how to use the stepping stones to plan an effective curriculum to progress towards the early learning goals
- provide a suitable range of resources to enable staff to plan for all six areas of learning to ensure that children are sufficiently challenged and support children to make choices
- provide appropriate management support and develop systems to assess the strengths and weaknesses of the educational provision

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk