

Bearwood Playgroup

Inspection report for early years provision

Unique reference number EY397878
Inspection date 15/01/2010
Inspector Stephanie Matthews

Setting address Bearwood Primary & Nursery School, Barons Road,
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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

Bearwood Playgroup moved to its current premises in 2009. It operates from Bearwood Primary School. It is situated on a residential estate on the outskirts of Poole. The children use the whole of a mobile building and the secure outdoor area. It has facilities for the disabled. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 26 children may attend the playgroup at any one time. There are 47 children on roll and 20 have nursery education funded places. The playgroup is open Monday to Friday term time only from 9.00am to 3.00pm. Children can attend for a variety of sessions. Children with special educational needs and/ or disabilities, and children who speak English as an additional language, are supported within the group. The playgroup employs eight staff. The manager has an early years professional qualification, as does another member of staff. One member of staff has a National Vocational Qualification at level 3 and the other staff hold a level 2 qualification. All staff are qualified in paediatric first aid. The setting receives support from the local authority and links well with the host primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides well for the children who attend. It is highly inclusive and has an outstanding approach to equality and diversity and to ensuring that children can make a real contribution to their own and the wider community. It is led and managed well and has a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- undertake and record regular formal self-evaluations
- improve facilities for changing nappies, add a second handle for the kitchen door so that it is out of reach of children and provide a covered play area to the outdoor play facilities.

The effectiveness of leadership and management of the early years provision

The setting has recently moved into much more spacious accommodation and it has extended its times of opening. Safeguarding procedures are robust and the children are fully involved, for example by helping to complete a health and safety check of the outdoor area. The manager and the committee of parents have a good focus on continuous improvement as shown by the move to new premises and the very clear focus on staff training and qualifications. New resources have been acquired and these are used well. The outdoor area is well equipped and children make good use of the available space. At present there is no covered area

for outdoor play and the manager is aware that the addition of a canopy or similar structure would further extend the use of the outdoor area. The setting has an excellent focus on helping children gain awareness of our diverse society. It ensures that children enjoy finding out about different faiths and cultures and it caters exceptionally well for children with special educational needs and/ or disabilities. The recent move has meant that a completion of formal self-evaluation has been delayed, but management is aware of this issue and the review and evaluation process is already securely established. For example, the need to improve facilities, including for changing nappies, has already been discussed and advice sought. The setting now has many more rooms to use including a separate office and kitchen. It is aware of the need to improve on the security of the kitchen door by adding a handle that is out of the reach of children. The setting engages well with parents who feel that they are kept well informed. The setting also provides a good range of resources for parents. Policies and procedures are readily accessible and staff are always available to discuss any minor problems and to celebrate the success of individual children. Partnerships with the adjacent school are good and there are good links with the local church, the supermarket and other organisations within the pre-school cluster. The track record of improvement, the quality of policies and procedures and the dedication of the close-knit team of staff, all indicate that the setting has good capacity for further development.

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

Children make good progress across all the areas of learning and their welfare is fully safeguarded. Parents praise the 'nurturing and caring atmosphere' and are confident that their children feel safe and enjoy attending playgroup. Children are very carefully monitored, but also encouraged to be independent in their choice of activities. There is a very clear focus on healthy eating, which helps children to adopt healthy lifestyles well. Children were observed enjoying fresh pineapple during the inspection visit. They also know the value of lots of exercise and some can explain that it is good to raise their heart rates. Children understand the importance of washing their hands and one child was able to explain clearly that he was washing away germs. There is a good emphasis on learning to share and on following the golden rules, as a result, children conduct themselves safely and happily. The setting encourages and helps children to make an outstanding contribution to their community. Children self-register, decide areas and learning activities for themselves and contribute well to health and safety. They also raise money for charities, for example, by taking part in a 'Toddlethon'. They all have detailed records, including photographs, of their experiences in playgroup. They are familiar with the adjacent school because they use some of its facilities and meet teachers before they start in reception. They have good opportunities to develop the skills required for learning in the future and they are well prepared for their next stage of education.

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	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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