

# Bumbles Playgroup

Inspection report for early years provision

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**Unique reference number** EY397854  
**Inspection date** 28/04/2010  
**Inspector** Marilyn Peacock

**Setting address** Ashby Hall, Abbots Close, Romford, Essex, RM7 8QU

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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*.

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## **Description of the setting**

Bumbles Play group opened in 2009. It operates from Ashby Hall in Abbots close, Collier Row in the London Borough of Havering. Sessions are available from Monday to Friday from 09:15 to 11:45 and 12.15 to 2.45 on Tuesdays only at present, during term time only. The setting serves the local and surrounding area. The group is registered on the Early Years Register to care for a maximum of 26 children aged from two to five years of age at any one time. At present 36 children attend on a part time basis and four staff work directly with the children, three of whom are qualified.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A strong commitment to continual improvement and effective self-evaluation has resulted in high quality services to children and families that attend in a very short time. Children are valued as individuals and what their own uniqueness brings to the playgroup. The group work closely with parents to ensure all children achieve well and their learning and welfare needs are met effectively. Children are making good progress and enjoy their time in the group. The happy, enthusiastic staff team plan exciting activities which capture children's imagination and encourage them to take responsibility for the own learning. Consequently they are becoming independent, inquisitive learners who are making good progress in all areas of learning.

## **What steps need to be taken to improve provision further?**

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

- review whole group adult-led activities to ensure the individual needs, interests and the learning styles of all children are being met
- continue to develop partnerships and information sharing systems to build stronger links with schools and other providers that children attend which support children during times of transitions and progress there learning effectively
- continue to develop the planning of daily activites to include learning intentions for activites.

## **The effectiveness of leadership and management of the early years provision**

The staff have a good understanding of their responsibility to safeguard children. They are guided by the borough reporting systems which are kept at hand during the sessions. They undertake regular training opportunities to ensure they are always familiar with the most recent systems, therefore, fully understand how to proceed if they have concerns. The security of the premises is excellent and

procedures for the arrival and departure ensures children are handed over safely to a known adult. Staff carry out regular risk assessments ensuring all areas, equipment and resources are safe. Space and resources are organised well, this allows children to move around freely and safely.

Information given to and gathered from parents is relevant and there are good procedures to assess children's starting points. Observations and assessments are built on a good understanding of child development and how children learn. Information on children's next steps is kept within easy reach so staff can refer to it and not miss opportunities to progress children's learning journey. All staff know the children well and understand their individual learning styles and their current interests, therefore, they can progress their learning in a way which is relevant to each child. However, during large group activities this is not the case and younger children often become unsettled; they are beginning to be tired and are waiting for their parents to arrive as this is towards the end of the session.

The co-owners are good role models and are extremely enthusiastic about making the group the best it can be. They demonstrate a strong capacity to continually improve the service they provide. Through reflective practice, monitoring and evaluating practices in order to identify strengths and weaknesses. For example, the self-evaluation form provides a realistic evaluation of their provision so far and identifies areas for improvement. They have recently obtained a grant to provide a larger garden outdoor play area so that children can have even more learning opportunities outside.

A strong partnership with parents is developing. Parents speak very highly of the provision. Parents are kept well informed of their child's progress through chats and the start and end of the session. A comprehensive report on their child's learning and development whilst in the play groups care is provided at regular intervals and plans are in place to provide open days where key persons will be able to talk to parents in more detail. A useful newsletter keeps parents informed of the events, term dates and the group's plans for the future. The partnership with others, such as local schools and early years providers is still very much in its infancy. Opportunities to share information on each child's individual learning journey when they attend another provider are still to be implemented. The group has begun to forge links with the local special needs coordinator and the speech therapist helping to ensure all children are fully included in the day activities.

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

Children make good progress towards the early learning goals in relation to their starting points and capabilities. The staff are developing effective systems to reflect children's achievements and identify their next steps. Children have a broad range of activities each day relating to all areas of learning. Planning is often developed around a theme. This term it is "stories" and staff have planned a number of really exciting activities around the story "We are going on a bear hunt". Children count the bear's foot prints, they make torches and telescopes from paper tubes to help them find the bear. They can hide in the big green wood

and explore the frogs spawn in the small tank and they know they must be gentle as the frogs are sleeping. At story time they excitedly act out the story making big gestures and loud noises. Staff encourage the children to talk about their feelings and staying safe when out and about. However, plans for everyday activities are purely a list of activities and do not identify the possible learning from the activities. Consequently parents and staff that may not have a secure understanding of the Early Years Foundation Stage, are unaware of the learning opportunities the activity may provide.

Children are inquisitive learners and confidently question visitors and invite them to join in their play. Children are happy, they are forming strong friendships. They confidently point out their friends from the pictures on the wall. They recognise each other achievements excitedly telling staff "look what he did. He built the train track" They concentrate on tasks they have initiated for themselves and negotiate roles and responsibilities in the play house. A good range of resources are easily accessible to children indoors and outdoors encouraging children to make choices in their play. Children use the paper telescopes they made earlier to follow the ants in the corner of the garden telling them they cannot come into playgroup. They dance in time to the music on the radio and confidently turn the music up or down using the buttons on the top. They are starting to record their experiences using suitable pens and pencils with increasing skill helped by the staff. They count within everyday routines and activities, confidently counting to 10 and above. They count the number of children present each day and actively participate in number songs and rhymes. They use reference books to help them understand the life cycle of the frogs and enjoy retelling familiar stories to their friends.

Children's behaviour is very good and staff use appropriate strategies to ensure children understand the consequences of inappropriate behaviour. Children know the golden rules and relay them to each other. Children know they are special as staff recognise the individual achievements and reward them with lots of praise and encouragement to try new things. Children excitedly show their parents their reward stickers when they are collected at the end of a session. Children are starting to understand how to keep themselves safe. They know if they run around whilst inside they could hurt themselves or their friends. They listen carefully to the staff explanations as to why some things are unacceptable and children play well along side each other sharing resources and taking turns easily. Children take responsibility for their own hygiene they routinely wash their hands a meal times or after playing with sand or paint. Most children can use the toilet independently. However, some children do need reminding to wash their hands after using the toilet as they are so keen to get back to their activities. Fresh drinking water is always available and children help themselves when they are thirsty. While they drink sitting at the snack table they tell each other of their adventures and favourite things at home. Children are encouraged make healthy choices and staff sit with them explaining about healthy eating and the importance regular exercise to grow big and strong.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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