



Busy Bugs

Inspection report for early years provision

Unique Reference Number	EY306056
Inspection date	15 November 2005
Inspector	Justine Ellaway
Setting Address	South Wigston Methodist Church, Blaby Road, Wigston, Leicestershire, LE18 4PB
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Registered person	Nina Marie Bevans
Type of inspection	Integrated
Type of care	Sessional care

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Busy Bugs Playgroup registered in 2005 and operates from the main hall of South Wigston Methodist Church, South Wigston, Leicestershire. A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday from 09.15 to 11.45 and Monday and Wednesday from 12.45 to 14.45 for 40 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 50 children aged from 2 to under 5 years on roll. Of these 35

children receive funding for nursery education. Children come from South Wigston and the surrounding area. The playgroup currently supports children with special educational needs.

The playgroup employs seven staff. Five of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to understand simple good health and hygiene practices as they are encouraged by staff to wash hands before eating and after messy play and toileting. Children receive appropriate care when they become ill and are fully protected if they have an accident because staff are knowledgeable of first aid practice and permission to seek emergency medical treatment or advice has been sought. There are clear and effective procedures for the administering of medication to promote children's good health. A clear policy for the exclusion of sick children prevents the risk of cross infection, however children currently share a bowl for hand washing.

Children are nourished and enjoy a variety of healthy snacks, which along with the choice of drinks are varied on a daily basis to encourage children to try different foods. Children have access to drinking water during the day when they are thirsty. Staff demonstrate a good understanding of children's health and dietary needs to ensure that any allergies are taken into account. Children's independence is encouraged well at meal times, for example the children give out bowls and cups and pour their own drinks. Children are beginning to learn about healthy eating and why certain foods are good for them, for example they bring in a packed lunch and discuss which of the foods are healthy.

Children enjoy opportunities to be active, which promotes development of their physical skills, as they join in daily planned sessions. For example they ride on wheeled toys or play with musical instruments. There is some repetition in the planning and children are not always offered challenge, particularly in the development of their gross motor skills. Children are progressing well with relation to fine motor skill development, they are able to participate in a range of activities and are beginning to use scissors and other equipment well. Children have opportunities to learn about their own bodies, for example they participate in activities that look at how exercise affects the heart.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are keen to enter the welcoming, bright and attractive environment. Children are greeted personally by staff which helps them to separate easily from their carers

and enable them to feel secure within the group. The space is well organised to provide different areas for activities and eating. Children have access to a range of good quality toys and resources, and toys are laid out so children are able to choose what they want to play with promoting their independence. Regular checks of the toys and equipment ensure children can play with them safely.

Children's safety is fully promoted as staff undertake a daily checklist of the rooms to be used and respond quickly to any identified risks and hazards, although a formal written risk assessment has not been devised. There are effective collection procedures and restricted access to the hall to ensure that children do not leave unsupervised. Children learn how to keep themselves safe through discussion with staff, for example staff members explain how children should carry something safely or pick up scissors. Children's welfare is promoted because staff have a good understanding of child protection issues and procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and confident and enjoy their time at the setting. They are interested in the toys and activities provided and engage in play for long periods of time. They talk enthusiastically to staff about what they are doing. Younger children enjoy a range of developmentally appropriate toys, equipment and activities that are planned using the 'Birth to three matters' framework, and as a result they develop new knowledge and skills.

Children have independent access to a range of the toys and resources during play, promoting their decision-making skills. Children's self-esteem is fostered because staff show a good level of interest in what they do and will interact with them when they are playing. Children show a good understanding of right and wrong and as a result are able to play harmoniously.

Nursery Education

The quality of teaching and learning is satisfactory. Children make satisfactory progress towards the early learning goals. Staff have a satisfactory knowledge of the foundation stage curriculum and planning is done as a team. Plans are mostly balanced to ensure that children have opportunities to learn equally in all six areas of learning, although some of the aspects within each area of learning are not always given equal importance. Suitable teaching methods are used effectively to enable children to learn, for example staff make good use of questioning during activities to encourage children to think and learn. Regular observations ensure that staff have a suitable understanding of where children are at and this in turn informs planning. Activities are sometimes differentiated, although more able children are not always sufficiently challenged in all activities. The effective organisation of time and resources means that a variety of planned activities and play opportunities take place each session and children enjoy a range of play and learning opportunities. Staff set up before children arrive and give thought to what resources to use to aid children's learning in most areas of learning.

Children understand what is expected of them at the setting, particularly in relation to their behaviour, they listen carefully to instructions and behave very well. As a result they are able to learn in an enjoyable and positive environment. Children show interest in the activities provided. They are beginning to take turns in group discussions. They are developing confidence when speaking and initiate conversations with staff and other children and are confident to express their needs. Children show independence in the environment, which is well promoted by staff particularly during snack times. Children are beginning to verbalise what they are doing, for example, a child describes a large box of Lego, 'it is heavy, it needs four of us to carry it'. Children enjoy listening to stories and have favourite books that they like to look at, one of which was adopted by staff as a theme for the month. Children have sufficient opportunities to develop pre-writing skills and some older children are beginning to write their own names, however there are limited opportunities to write for a purpose.

Children are beginning to count confidently with more able children counting beyond ten, staff provide a range of opportunities to develop this, for example, counting the cups required at snack time. Children have sufficient opportunities to learn mathematical language, for example big, small through a range of planned activities. There are sufficient opportunities for children to enjoy planned activities relating to calculation, although opportunities to incorporate this into the everyday routine are not always promoted. Children have regular opportunities to develop their physical skills although these are not fully varied. Children are however, developing their gross motor skills well for example walking, sliding across the floor. Children are beginning to learn about their bodies and the effects of a healthy lifestyle, for example, feeling their heartbeat when have been doing exercise, or looking at healthy food in a packed lunch. Older children have good scissor control, younger children are beginning to learn how to use scissors through regular opportunities. Some challenge is provided in fine motor skill activities, for example higher expectations of scissor use and tools used to make something for more able children, less challenge for gross motor skill activities, children regularly ride around on trikes and staff do not challenge them to do more complicated tasks, for example, changing speed or direction.

Children enjoy some opportunities to explore their environment, for example growing tomatoes, feeling, smelling and tasting different fruits. Opportunities to use different construction materials to build or make models are sometimes available. Children have access to an appropriate range of resources and tools to assemble and join materials, however the choice is sometimes restricted as staff pre-plan what materials the children will use and what the end product should look like. There are suitable resources to promote an understanding of information and communication technology, although they are usually restricted to a planned technology activity, rather than being available on a regular basis. Role play is not always effectively organised to stimulate children's imagination. There are suitable opportunities to gain an awareness of a sense of place through visits to the local library and community centre and sufficient opportunities to gain an awareness of the cultures and beliefs of others through the celebration of various festivals. Children have suitable opportunities to learn colours and to explore different textures. Children enjoying singing and join in enthusiastically, they will choose what songs to sing. Planned

music sessions are well organised to enable children to begin to recognise sounds and match movements to music, as a result children show great control when handling musical instruments and enjoy the sessions.

Helping children make a positive contribution

The provision is good.

Children are included and valued by staff and as a result their self-esteem is fostered. Good support is offered for children with special needs to ensure that they are included fully within the setting, staff work well with parents in identifying targets. Children receive consistent and appropriate care because there is an effective relationship with parents, established through daily verbal communication, regular newsletters and coffee mornings. Children develop a sense of belonging because staff greet them personally when they arrive and their work is displayed in the hall.

Children's behaviour is good, they have a good relationship with both staff and other children at the setting. Staff are consistent in their behaviour management and motivate children to behave well by appropriate praise and encouragement. As a result children are unafraid to try out new things, they will engage in play for long periods of time and enjoy their time at the setting. Children's decision-making and independence is encouraged through the day, for example they choose what they want to play with during free play and how long they spend at an activity. Children receive a good level of appropriate support from staff, for example they spend time in their key groups at the beginning of each session getting to know their key worker. As a result children feel comfortable and secure at the setting. Children have sufficient and suitable opportunities to develop an understanding of the wider community and diversity through the celebration of different festivals and the resources available. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Parents are able to find out about children's progress through a termly consultation evening, where they receive a brief written report. A proactive approach to developing information provided for parents, means that additional information has been produced and is being trialled to ensure parents have an understanding of what is involved within the Foundation Stage. Parents are encouraged to become involved in their children's learning through monthly coffee mornings and borrowing books to read with their children. Children's assessments are available for parents to view, although they are only updated once a term. Parents receive regular information through newsletters.

Organisation

The organisation is good.

Children receive a high level of support and care from staff who are qualified and experienced in childcare. The strong staff team support each other to provide a positive environment for children. Good staff numbers enable them to spend time working closely with children, as individuals or in small groups, therefore helping to

establish secure relationships. Good use is made of space, time and resources to provide a positive environment for children to play and learn.

Effective induction procedures ensure that new staff receive information that is relevant to their post. Vetting procedures are thorough and effective in ensuring that children's safety is promoted. Policies and procedures work in practice to promote children's health, safety and enjoyment, and staff demonstrate a good understanding of them. Overall the range of children's needs are met.

The leadership and management of funded nursery education is satisfactory. The owner has a clear understanding of her role and responsibilities, and a commitment to improve and adapt to change and is currently working with the curriculum and development advisors to make further improvements to the provision offered to children. Systems have been established, which are being trialled, to improve the monitoring and evaluating of children's progress towards the early learning goals. The playgroup owner's clear vision for the setting is shared with staff, who are regularly involved with decision making. The strong staff team work well together and support each other well to benefit the children attending.

Improvements since the last inspection

Not applicable.

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 further the registered person should take account of the following recommendation(s):

- minimise the risk of cross infection when children are washing hands
- undertake a risk assessment of the premises

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that there is a broad and balanced curriculum covering all areas of learning and aspects equally
- develop current systems for observation and planning to ensure that activities are consistently differentiated according to a child's stage of development and that appropriate challenges are set

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