



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101555

DfES Number: 516016

INSPECTION DETAILS

Inspection Date	24/06/2004
Inspector Name	Linda Janet Witts

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Bumble Bees Playgroup
Setting Address	Trinity Rooms Field Road Stroud Gloucester GL5 2HX

REGISTERED PROVIDER DETAILS

Name	The Committee of Bumble Bees Playgroup
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ORGANISATION DETAILS

Name	Bumble Bees Playgroup
Address	Trinity House, Trinity Road Stroud Gloucestershire GL5 2HX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Bumble Bees Playgroup was founded over 21 years ago. It is a committee run group and operates from Trinity Church hall in a residential district of Stroud.

The playgroup provides sessional day care for up to 24 children aged between two years nine months and five years. There are currently 50 children on roll of whom 18 are funded three-year-olds and 25 funded four-year-olds. The group supports children with special needs.

The playgroup operates from 09:15 to 11:45 hours Monday - Friday, and from 13:00 to 15:30 hours on Tuesdays and Thursdays.

The children are cared for in the main hall, with toilet facilities accessible from the hall. They are supervised when crossing the side room to access the garden area. A kitchen is also available for use.

The playgroup employs five members of staff. The leaders hold level two qualifications in child care and education and are currently working towards level three qualifications. Other staff are trained in childcare or working towards level two qualifications. They are all trained in first aid and child protection.

How good is the Day Care?

Bumble Bees Playgroup offers good quality care for children. The team of staff are enthusiastic experienced individuals. They are all first aid and child protection trained. The leaders are working towards level three qualifications in childcare. The group is well organised. There is a clear session structure which children are familiar with; staff have a clear understanding of their roles and responsibilities and make good use of time and resources. The playgroup premise is clean and space is utilised well. Children have good opportunities to play outside. The group has a good range of equipment and resources, which is accessible to the children. Records and policies are clear, up to date and reviewed regularly. Accessibility to documentation has been affected by water damage to the storage area.

Supervision of children is good. Staff demonstrate safety awareness and have taken action to minimise risks within the play environment. The written risk assessment lacks some detail. Staff promote good health and hygiene and act in the child's best interest if they are unwell. Children enjoy a good variety of snacks.

A broad range of activities is offered during each session. Staff have a very good knowledge of children's individual needs and offer appropriate support of children's play. Children with special educational needs are supported well. Children are happy and engage enthusiastically in both freely chosen and adult-led activities. They are well behaved and staff foster self-esteem. Equal opportunities are actively promoted.

Parents feel welcome at the playgroup. They are happy with all aspects of the care offered. They are particularly impressed by the friendly atmosphere, approachable staff and range of activities offered. Staff provide good information about the playgroup and value information received from parents about their children.

What has improved since the last inspection?

Improvement since the last inspection is good. All actions raised have been completed. An action plan has been implemented to ensure that leaders gain a level 3 qualification relevant to their role and other training opportunities have also been identified. A lost/ uncollected child procedure has been produced and the child protection policy and complaints procedure have been revised. Records of children's attendance and details of any medication administered are clearly maintained. Consent to administer medication is now routinely obtained. Children can no longer access the portable gas heater and details of fire safety checks are held.

What is being done well?

- Staff are enthusiastic and work well as a team. Child: staff ratios are high, ensuring that children's individual needs can be met, offering one-to-one support as appropriate. There is a clear routine which children are familiar with, giving children opportunities to play inside and out, enjoying free choice and adult-led activities.
- Children are happy and enthusiastic in their play. Staff are sensitive to the children's needs. They talk with and listen to the children and respond appropriately.
- Equal opportunities are actively promoted. All children are included and valued. They have good opportunities to share their personal experiences with the group, where their differences are acknowledged. Non-stereotypical play is encouraged and resources reflect positive images of culture and ethnicity.
- The identified special educational needs co-ordinator enjoys her role. She is appropriately trained and experienced and actively promotes the welfare and development of children within the setting. Liaison between staff, parents and other professionals involved in the children's care is good.
- Children are well behaved and the atmosphere within the playgroup is calm

and positive. Staff are good role models who promote good manners, encourage turn-taking; they use praise and encouragement effectively to help raise children's self-esteem.

What needs to be improved?

- the group's written risk assessment to ensure that it includes risks identified in the garden and outside areas and those arising from activities

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Extend the group's written risk assessment, to include risks arising in the garden and outside areas and any risks arising from activities.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Bumble Bees playgroup provides good quality nursery education. Children are making generally good progress towards the Early Learning Goals. Progress in personal, social and emotional development, knowledge and understanding of the world, physical and creative development is very good.

Teaching is generally good. The leaders have an excellent knowledge of the Foundation Stage, Early Learning Goals and associated developmental stepping-stones. They plan a broad range of activities to encourage children's development across the six areas of learning. All staff are enthusiastic in their roles. They promote good behaviour and encourage children's self-esteem. Good use is made of time and resources, including the garden, which offers a wealth of learning opportunities. Children with special needs are very well supported. Informal evaluation of activities and assessments are made of children's progress. However these are not always effectively used to inform planning, ensuring that activities help children move onto the next stage in their learning, providing challenge for more able children.

Leadership and management are generally good. The leaders and staff have remained committed to their work despite difficult financial circumstances. A new committee has been formed and strong positive relationships between staff, committee and parents forged. They are united in their commitment to improvement. The leaders are proficient in their roles and foster team spirit well. The committee have yet to agree ways to monitor the delivery of the curriculum and ways to support their staff further.

Partnership with parents is generally good. Parents speak highly of the playgroup and staff. Staff provide good information about the Foundation Stage of learning and children's progress. They have identified the need to encourage greater involvement from parents in their children's learning but have yet to implement a strategy to do this.

What is being done well?

- The leaders have an excellent knowledge of the foundation stage and plan a broad range of worthwhile activities to promote children's development across the six areas of learning. They ensure that children with special educational needs are included and supported appropriately.
- Staff are enthusiastic in their roles. They are skilled in behaviour management; they value children as individuals, praising good behaviour, fostering self-esteem; they are themselves good role models, who help children to understand the behavioural expectations within the setting.
- Children are interested, excited and motivated to learn and are enthusiastic in their play. They have developed good relationships with adults and other

children.

- Children have plenty of opportunities to gain independence in selecting and carrying out activities, helping to maintain the playgroup environment and look after their own personal care. They are inquisitive and enjoy opportunities to explore, investigate and examine objects both inside and outside in the garden.
- Staff arrange a good variety of outings and invite visitors into playgroup, to encourage children to learn about their local and wider community

What needs to be improved?

- evaluation of activities to identify whether learning objectives have been met
- use of assessment to guide the planning so it helps children to move to the next stage of learning by ensuring there is sufficient challenge, especially for the more able children
- involvement of parents in their children's learning

What has improved since the last inspection?

Improvement since the last inspection is very good. The leaders have addressed the weaknesses identified at the last inspection well. The programme for health and bodily awareness has been extended. Staff now use both planned and spontaneous opportunities to help raise children's awareness. The headings on plans, assessments and information within the parent welcome pack, all now reflect the Foundation Stage of learning and Early Learning Goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn. They show increasing independence in selecting and carrying out activities. Many persist for extended periods of time at activities of their choosing. Children join in group activities happily and have developed good relationships with other children and adults. They are well behaved, good mannered, share and take turns and show awareness of behavioural expectations within the setting. Children talk freely about their home and community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language for different purposes e.g. recalling past experiences. They talk confidently to staff, peers and to those unfamiliar to them. Children listen to and join in with stories, show interest in illustrations and handle books carefully. They understand that print carries meaning in different forms. Three and four-year-olds ascribe meanings to marks but more able children are not encouraged to form recognisable letters. They enjoy rhymes, but do not often link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children willingly attempt to count. Four-year-olds and some younger children can count up to ten objects, say which number comes next and recognise some numerals. Children use mathematical language and ideas in their play; they select resources by shape and size, suited to the task in hand. Older children use appropriate shapes to make representational pictures. More able children are not always sufficiently challenged and introduced to new mathematical ideas e.g. problem solving, calculations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are inquisitive; they enjoy examining objects and living things. They have good opportunities to explore the garden and visit local places of interest e.g. shops, church and hospital. They construct using a range of materials with a purpose in mind and are able to operate simple equipment and programmable toys. Children describe significant family events and are beginning to differentiate between past and present. They are encouraged to show appreciation of other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Three and four-year-olds move freely with pleasure and confidence. They move in a range of ways and control their movements. Children show an awareness of space and manoeuvre around obstructions whilst running or using wheeled equipment. They are able to manipulate malleable materials and resources with small pieces, e.g. play dough and jigsaw pieces. Most children use scissors competently. Children show awareness of healthy practices and have learnt to work together to carry resources safely.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities to use their imagination in their play. They engage in role- play based on their own first-hand experiences; playing alongside other children who are engaged in the same theme. Children enjoy singing and many sing familiar songs from memory. They have good opportunities to use musical instruments. They have tried different painting techniques, explore materials with their senses, draw and make collages, combining different media, using their own ideas.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- evaluate activities fully so it is clear if the learning intended has occurred
- use evaluations and assessments of children's progress when planning for future activities, ensure each child is encouraged to move on to the next stage of their development and that sufficient challenge is given for more able children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.