

Beehive Playgroup

Inspection report for early years provision

Unique reference number	103783
Inspection date	31/01/2011
Inspector	Gail Robertson

Setting address	c/o Cuxton Community Infant School, Bush Road, Cuxton, Rochester, Kent, ME2 1EY
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Telephone number	07906 249545
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Email

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

Beehive Playgroup and Buzz club opened in September 2010. It operates from two rooms in a mobile classroom in the grounds of Cuxton Community Infants School situated in the village of Cuxton, Rochester, Kent. There is disabled access via a ramp at the back of the building. It is run by a committee of parents and volunteers. A maximum of 35 children may attend the setting at any one time. There are currently 73 children on roll attending the pre-school and Buzz club. Of these, 34 children who attend the pre-school and five children in the Buzz club fall within the early years register. The provider is also registered on both the compulsory and voluntary parts of the Childcare Register. The pre-school is open each weekday from 9am to 3.30pm operating two sessions and an optional lunch time club. The Buzz Club operates before and after school between the hours of 7.45am to 8.45am and 3.15pm to 6pm. It also operates during school holiday periods. All children share access to a secure enclosed outdoor play area. Children come from a wide catchment area. The organisation employs ten staff, all holding appropriate early years qualifications to Level 2 and above. Two supervisory staff are currently improving their qualifications to degree level. The setting has links with the host school and other providers of early years education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of the provision is good. Children are happy and safe. They look forward to exploring the tasks and activities the hard working staff have planned to meet their individual needs and interests. Every child learns to be part of a fully integrated community. There is a good awareness of areas for further development and staff have a genuine commitment to improvement. Most risk assessments are in place and ensure the safety of the children. To reflect the new all day provision, policies and procedures are in the process of being updated. Parents are involved in most aspects of the setting, including writing in the home contact books, however, they are not invited to contribute to their child's learning journey.

What steps need to be taken to improve provision further?

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

- develop systems to incorporate parent's comments into children's individual learning journeys
- continue to renew existing policies to reflect the new provision of all day care sessions and ensure staff are aware of the changes
- make the risk assessment for taking children on a walk more detailed and robust.

The effectiveness of leadership and management of the early years provision

Staff promote children's safety and welfare in all aspects of the Beehive provision. Clear safeguarding documentation and a good understanding of child protection ensures this. Regular risk assessments of the environment further ensure children's safety, however, the risk assessments for outings are not always sufficiently robust. There is a good team of dedicated staff working really well together to drive improvement and make sure the setting is effective. The management team knows the quality of provision and invites staff to share their thoughts and ideas. The house manager and manager are well organised, effective and thorough.

Regular staff training ensures that skills and knowledge are as current as possible. Staff work hard to set up a stimulating and attractive environment in which children can work and play. The outdoor area varies in size depending on the infant school's requirements. Staff make full use of this space to cover all areas of learning. They take note of children's needs and interests to help them plan the weekly and daily activities.

Resources are stored at the children's height. They are plentiful and well used by children in both the pre-school and Buzz club. This allows children to be independent and take some responsibility for their activities. Staff fully understand the playwork principles and effectively put them into their everyday practice when working in the Buzz club. Children and adults enjoy each other's company, laugh and have fun throughout the setting. It is an inclusive setting where differences are celebrated and explained sensitively.

There are good links with the parents and all spoke highly of the care and support their children receive. They reported that they know their children are safe and happy. Children take home contact books in which staff write each day what they have done and parents are asked to write about their activities at home. The setting keeps learning journals to monitor the children's progress and development, but parents are not asked to contribute to these. The learning journals are well written and contain clear observations of the children at play.

There are good partnerships with other providers, such as the host school and the nearby children's centre plus other professionals that visit the setting. The manager spoke highly of the liaison with the infants school. Children have no worries at transfer time because they know the building, play areas and staff so well. The setting has equally strong links with other providers of early years provision.

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

There are big smiles from the staff and the children when they first arrive. Children

cannot wait to start the day. They look around the room carefully before they decided where to start and they are busy the whole session. Children and staff share warm and caring relationships. Relevant information, collected from parents and other sources, is used well when children first start at the setting to ensure their particular needs are appropriately met and their interests are accommodated. As a consequence, children enjoy learning and look forward to coming to share and play with their friends and the staff. This results in their exemplary behaviour.

Children quickly become absorbed in their learning and make good progress. For example, children go for a ride in the cardboard box bus looking for the 'Gruffalo' monster. They quickly take on roles and learn how to share the resources and to play happily together. The staff use every opportunity to engage the children in meaningful conversation, increasing their vocabulary as well as their ability to hold conversations with each other and adults. Children sort objects according to their colour. Staff ask them which is the most popular colour and how do they know, developing their reasoning and visual ability. Children respond well to the deserved praise given to them by the staff for their 'good work done'. Children become excited in the outdoor area and use up a lot of their energy running, playing with the small equipment and on the wheeled toys.

Children have an exceptionally well developed understanding about healthy eating and how to stay healthy. At snack time children know they must pay attention to washing their hands. They enjoy a plate of rice with peppers, cucumber and grapes and other healthy nutritious snacks, enabling them to learn about healthy eating. They have access to a drink throughout the session. Snack time is a time to chat with friends and staff to relax and have fun. Throughout the session children are well behaved as they know what the staff expect of them and why. The Buzz club writes their own rules and ensures that everyone keeps to them. Children are learning to live and play in harmony and respect each other.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

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	1
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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