

Bumble Bees Playgroup

Inspection report for early years provision

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Inspector

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Setting address

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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

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 children are cared for in the main hall, with toilet facilities accessible from the hall. They have access to the enclosed garden area. A kitchen is also available for use.

The playgroup is registered on the Early Years Register and may provide care for 24 children in the early years age group. There are currently 30 children on roll, of whom 17 are funded three and four-year-olds and two children on funded on the two-year-old pilot scheme. The group supports children with special educational needs and those for whom English is an additional language. The playgroup operate from 9am until 12 noon on Monday to Friday, and on Tuesdays children are able to stay for lunch between 12 noon and 1pm.

The playgroup employs four members of staff. All staff hold qualifications in child care and education at level 2 and 3. Most staff have completed child protection training and three staff have completed first aid training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well in all areas of learning and development. They are happy, confident and well behaved as they interact with each other and the adults. The key person system works well and the staff know the children and their families well. There is a good partnership with parents' and other early years settings and detailed information is shared regularly with them. The self-evaluation process has been completed by all staff and areas to improve have been clearly identified. The staff are committed to drive improvement.

What steps need to be taken to improve provision further?

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

- develop the links between sensitive observational assessments and planning of activities that include children's starting points, interests and next steps, so that all children's individual needs continue to be met and they continue to make maximum progress in each area of learning
- maintain confidentiality when recording any injuries that children may arrive with and any medication records.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by the staff. There are effective procedures in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Staff are clear about recording any incidents, medication children may be given and existing injuries children may arrive with. However, on occasions several entries have been made on the same page, which means that confidentiality is not fully maintained. The environment in which children are cared for and educated is safe and supportive. Visitor's identification is closely checked and their attendance recorded and all adults are suitably checked. Security of the premises is good and detailed risk assessments are in place. Regular checks are carried out on the garden area before the children use it. Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe.

Resources are good, fit for purpose and able to support children's learning and development. They are used well to achieve the planned goals in learning and development. However, observations and assessments are carried out, but it is not always clear how children's next steps and interests are identified and used to inform the planning of activities. The key person system is effective and the staff have a good knowledge of each child's background and needs. Staff offer good support to children who have English as an additional language and they make the most of diversity to help children understand the society they live in. Staff are able to identify a child's need for additional support as early as possible. They share this information and records with parents and ensure that each child gets the support they need.

Partnerships with other early years settings that children attend are well established and make a strong contribution to children's achievement and well-being. Communication takes place between the staff and other adults who support individual children on a regular basis to ensure information is used to promote children's achievement and well-being. The staff work hard to develop positive relationships with the parents and carers, and relationships are well-established ensuring each child's needs are met. Children have good opportunities to share their views about the provision. Parents and carers are kept well informed about their children's achievement, well-being and development. Staff organise a session during the day, instead of parents evenings, so most parents are able to attend easily a place where they are able to discuss their child's progress. A notice board with current information and also daily verbal feedback helps to ensure parents are kept informed about their child's routine and day at the setting.

The staff are committed to drive improvement and have successfully completed the recommendations from the last inspection. The staff have worked together for many years and work well as a team to ensure they provide good quality childcare. They have completed the self-evaluation process which is detailed and clearly identifies the areas to improve and develop.

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

Staff have a good knowledge of the Early Years Foundation Stage and use this to help promote children's learning, social, physical and economic well-being. The staff provide an interesting, well-equipped and welcoming environment where children may play safely and it successfully reflects children's backgrounds and the wider community. The staff are well deployed to support children's learning and welfare. They are skilled at promoting positive attitudes to learning. Relationships between the staff and children are good and children's behaviour is managed well. Staff offer plenty of praise and encouragement as the children achieve and play well together. For example, children enjoy colouring and sticking shapes on to their paper, this activity develops into the children drawing pictures of fires and then sticking blue paper on the page pretending this is water and putting the fire out. Staff praise children as they show them their work.

Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. They have regular access to the computer and develop an understanding about how they operate well. Children enjoy looking at books alone or together and have a cosy book corner which is inviting to children. Children play and work alongside their peers successfully and understand the need to co-operate and resolve situations by themselves. Children play well independently becoming active, curious and inquisitive learners. They develop a good understanding of the wider world and most are very well equipped with the skills they need in order to secure future learning. Children are confident and show good levels of self-esteem and develop good relationships with their peers. Children enjoy outside play and enjoy exploring the outside space. They enjoy exploring the overgrown area, saying it is the 'jungle' they push their way through the area and staff go along too. They have a great time talking about what they are doing and finding. Children are beginning to understand about numbers and are able to count confidently. They take part in action songs and activities which helps them with their counting skills.

Children show a good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines and understand the importance of healthy eating. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children enjoy snack time and have their independence encouraged as they are able to pour their own drinks and select their own fruit. They sit well at the table and talk to the staff about what they have been doing or going to do later in the session. This is a very social time for all concerned. Children appear content and settled because their health, physical and dietary requirements are well met.

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

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	2
The extent to which children develop skills for the future	2

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