

# Bees Knees Playgroup

Inspection report for early years provision

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EY427901

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12/09/2011

**Inspector**

Karen Scott

**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

Bees Knees Playgroup moved to the current premises in 2011. It operates from one room in Dunkirk Village Hall. Children have access to toilets and the staff have access to a kitchen. At the time of inspection the outdoor play area is in the process of being developed. The building is fully accessible. The playgroup is open each weekday from 9am to 3pm, term-time only. The playgroup has a pet rabbit.

The playgroup is registered on the Early Years Register. A maximum of 20 children may attend the playgroup at any one time. There are currently 25 children aged from two years to under five years on roll, some in part-time places.

There are five members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. The playgroup receives funding for the provision of free early education to children aged two, three and four years. The playgroup also receives teacher support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a safe and secure indoor environment where their individual needs are met by caring staff who take time and effort to know them. Engagement with parents, carers and others involved in children's care and learning is a key strength of the playgroup overall. This promotes continuity of care and some positive steps are taken to involve parents in their children's learning and achievements. Staff demonstrate a strong capacity to maintain continuous improvement, using generally effective systems to reflect upon their practice and to identify further areas for improvement.

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

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

- extend opportunities for parents and carers to contribute to their children's learning journeys and involve parents in practical ways to support their child's learning and development
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## **The effectiveness of leadership and management of the early years provision**

Children benefit from attending this setting where high regard is given to their safety and welfare. Staff receive training on child protection and have a good understanding of their role in the safeguarding of children. Thorough risk assessments help staff to provide a safe and secure environment. Staff allow children to take sensible risks and support them to become safety conscious. Toys and resources are in good condition and suitable for the ages and stages of development of the children. Children can help themselves to the resources, enabling them to make choices about what they play with. Staff deploy themselves around the room, supporting children effectively as they play. Their very good knowledge of all children's interests and developmental needs, and a continuous awareness of when children require support, help children to achieve and develop well across all areas of their learning.

The playgroup has recently moved to a new building. Staff recognise the potential of their new environment and have drafted plans for improvement. Currently, the garden is not available for use. Clear plans have been drafted to show how children will get maximum enjoyment from playing outside but these have not yet been implemented. Systems for evaluating the effectiveness of the provision continue to develop with the support of their local early years advisors. The staff have a generally accurate awareness of the strengths of their provision and what they want to do to improve outcomes for children. However, their system used does not help them to monitor fully its effectiveness. Staff regularly attend a wealth of training opportunities, being keen to update their knowledge and skills. Activity planning is monitored to ensure that children are enjoying a wide range of activities and making good progress in their learning and development.

Staff know the children exceptionally well and ensure they are all fully included. They attend training on diversity and provide a range of resources that reflect the diversity of the children and the wider community. Children participate in a variety of cultural celebrations and parents are invited in to share their celebrations with them. The group is not currently caring for any children with special educational needs and/or disabilities but they have sound plans in place to support children when the need arises. Staff work extremely well in partnership with others to fully support children's learning and development. When children attend other settings delivering the Early Years Foundation Stage, staff take a lead role in establishing contact with them. They share daily diaries and other useful information, as well as making visits to the other settings so as to successfully promote children's learning, development and welfare. The playgroup has a close relationship with the local school and teachers visit the children helping to support their transition into school. Parents and carers are welcomed warmly to the playgroup and engage in conversations with staff. Staff ensure that parents are kept informed about the provision through their discussions, regular newsletters and use of daily diaries. Parents and carers share children's achievements verbally and some information is added to daily diaries. Records of children's progress known as 'Learning Journeys' are not easily accessible to parents and carers and are not sent home routinely to

be shared with children's families. This is a missed opportunity to further involve parents in their children's learning and development. Parents' and carers' views and opinions are valued and they report that they are very happy with their choice of childcare, saying that their children 'are making good developmental progress in a setting where they are happy because they are cared about.'

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

Children show that they feel safe and secure, arriving happily and being keen to participate at the beginning of each session. They have strong relationships with their peers and the adults who listen to them, showing an interest in what they are saying. Children consider their own and others' safety when playing and listen closely to adults' guidance. For example, children understand that after taking their shoes off to play on the carpeted area they need to put them back on to play where there is no carpet to avoid slipping over. Currently the children are not able to access the outside play area so the group ensures that they are able to participate in activities involving physical exercise such as crawling through tunnels and balancing on beams indoors. At snack time children enjoy a range of healthy and nutritious foods, pouring their own drinks of water or milk. Drinking water is always available and children help themselves, understanding when they may need a drink, such as after exercise. Children know that they need to wash their hands thoroughly before eating and after messy play and do so without being reminded.

Children make choices about what they play with, knowing what is available and where everything is. Toys and resources may be moved around the setting, enhancing children's play, learning and enjoyment. Children play very well independently and with their peers. When playing together they are excellent at cooperating and taking turns. Older children show kindness and compassion to the younger ones, understanding that they are at a different developmental stage. Key persons ensure that they celebrate children's achievements with them, such as, getting themselves dressed in the morning. Children are developing good skills for the future. They are encouraged to put on their own shoes and hang up their coats. They are equipped with the skills that they require for their future development, becoming independent learners that take initiative, exploring their surroundings and resources.

Each child has a 'Learning Journey' where adults place written and photographic observations as well as examples of artwork and these are a great reminder of children's time at playgroup. When they look at them, children enjoy revisiting activities that they have previously participated in, leading to much discussion and enabling the children to use language to express their recollections. Key persons use the observations to find out what children enjoy doing and where they require further support. This helps them to plan activities that children enjoy doing and that extend their development.

Children learn to recognise letters, for example, they self-register, finding their

names on arrival, and also look for them at snack time. The book area is welcoming with comfortable seating and children enjoy looking at books there. There are many opportunities for children to practise their writing and pre-writing skills; children write their names on their artwork as they are able to help themselves to pencils and move them around the room to use at other activities. When drawing children often ask adults to write what their pictures are, showing an interest in words. Children are constantly engaged in conversations, enhancing their vocabularies. Mathematical concepts are learnt when playing board games for example, with children matching numbers to objects. When playing with dough, children use a range of resources to create objects and use many resources that help them to develop physically. Children make good use of the role play area and small world toys, acting out experiences and modelling adult behaviour. They enjoy art and craft and have easy access to a range of resources that enables them to create individual works of art. The computer is always available and children enjoy playing with other programmable toys too. They enjoy cookery sessions and growing vegetables which they then prepare, cook and taste. Children named and care for a rabbit, asking adults for cabbage so that they can feed him. Children particularly enjoy playing with torches in a darkened area, exploring the shadows around them. Children benefit the encouragement to explore using all their senses. Overall children are making good progress in all areas of their learning. They are happy and their individual needs are 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

<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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
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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