

Oldbury On Severn Busy 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

Oldbury on Severn Busy Bees Playgroup has operated for several years. The group re-registered in 2011 after changing premises to its current location close to Oldbury on Severn Primary School. The playgroup is managed by a committee that includes parents of children who attend.

The group is registered on the Early Years Register. A maximum of 24 children from the age of two years to five years may attend. Opening times are Monday, Wednesday and Friday from 9.15am to 2.15pm. Children three years and over attend the provision on these days. Younger children aged two years attend sessions on Tuesday and Thursday from 9.15am to 11.45am. The playgroup operates during term times only. Children have access to an outdoor play area and older children also have forest school sessions in their rural community.

There are currently 40 children on roll, of these 19 are in receipt of free early years education. The playgroup supports children who speak English as an additional language.

There are four staff working directly with children; of these, two including the manager have level 3 qualifications, one has a level 4 qualification and another is qualified at level 2.

Staff receive advice and support from a local authority early years adviser.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle quickly and flourish in this welcoming playgroup located in the heart of the community. Staff have good understanding of the Early Years Foundation Stage and ensure children have access to stimulating resources at playgroup and in the wider natural environment. This means learning and development is supported very well enabling children to make good progress at their own pace. Overall, children are kept safe and secure on the premises and during trips around the community. Partnerships with parents other early years providers are established and mostly provide good continuity of care for children. Staff evaluate their priorities and show a strong capacity for continual development with further improvement identified and acted upon.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure parents have free access to developmental records about their child. (Safeguarding and

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promoting children's welfare)

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

- develop systems to make records on staff and children more easily accessible to those who have a right or professional need to see them
- cover anything with which a child may come into contact in the risk assessment, such as storage areas.

The effectiveness of leadership and management of the early years provision

All required policies and procedures are in place to ensure children are safeguarded effectively. A policy is implemented that ensures all staff, volunteers and committee members complete Criminal Record Bureau checks and are safe to be in close proximity to children. Staff complete safeguarding training and access on-line training updates so they remain up to date with procedures. The safeguarding policy is accessible to parents so they are aware of the duties and responsibility staff have to protect children. Systems are in place for risk assessments and staff make daily checks of the premises. However, an unlocked storage cupboard away from the main area used by the children has not been included in the record of risk assessment to further support its review.

Since relocating to current premises, staff have carried out a number of improvements following self evaluation. Large rugs create more welcoming space for children to use when exploring toys on the floor. Children have improved access to information technology equipment. Staff are working towards increasing children's access to community based activities through forest school type activities. However, learning records for some children are not accessible on the premises for security reasons, and means recorded information is not always accessible to parents. This breaches the welfare requirements.

A very good range of interesting resources are provided to support children's learning and development in all areas. These are accessible at child height and clearly labelled, allowing children independent access as they extend their play. Children use natural resources they find during walks, further developing their curiosity and exploratory play. Children learn about difference through using resources that reflect positive images of culture and disability. All children are valued and staff encourage parents to share aspects of their home culture in the playgroup. A range of celebrations and festivals are recognised during activities.

Staff work closely with parents and provide information about how the setting operates. Parents are strongly encouraged to be involved in children's learning and staff provide practical ways in which they can support this at home, although children's records are not always freely accessible to parents. A library lending service is available so children are able to borrow books and story sacks for use at home. Resources for the cookery project are also provided so parents are involved in a shared activity at home. Information about progress is shared formally with

other early years settings children attend. This ensures continuity and smooth transitions for children when they leave playgroup to start their formal education in reception classes.

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

All children are happily engaged as they make choices about their play and learning. They move around the spacious, well-organised room with confidence and ease. They play happily by themselves or join in spontaneous groups, according to their interests. A comprehensive selection of resources is provided and children make good use of what is available. Children show excellent dispositions to learn as they play with favourite items and concentrate for lengthy periods of time. Some children return to the same activity and add to work they have previously completed. For example, a child working alone builds upwards using cylinder shapes and planks and problems solves as he creates a bridge. He later returns to the task and successfully raises the structure further, balancing another two cylinder shapes on the existing support structure. Staff leave the work in place and the child proudly shows his work to his mother at collection time. This promotes highly positive attitudes that support future learning.

Children show exemplary behaviour. They play together harmoniously and get involved in joint projects. They play alongside others linking together sections of a wooden train track. They instinctively take responsibility for completing the task adding to and extending the equipment so the track covers a sizable area on the floor. Staff are deployed well around activity areas. Children have appropriate support as staff know when to intervene to extend learning and when to allow children the freedom to experiment and explore. On occasion, staff model how things work for children to observe, teaching them new skills and providing additional challenge. Children are encouraged to talk through their play and correct staff if their ideas are not fully understood, showing confidence in their ideas. Systems for observations, assessments and planning for both large group and individual needs are in place.

Excellent arrangements are in place to ensure that from an early age children learn how to adopt a healthy lifestyle. They are very familiar with procedures for washing their hands before meals and after using the toilet. Healthy eating is highly promoted in the playgroup. Staff have achieved the Healthy Preschool Award 2010-2011 from the local authority. Children have fruit and vegetable for snacks and drinking water is accessible to children from a water dispenser. Staff make healthy eating information available to both children and parents so they provide healthy lunch packs and children are able to eat health food at home. Use of the open spaces in the community ensure children have regular exercise during walks and a significant amount of learning experiences takes place outdoors in the fresh air. Children are learning to be responsible members of the community and get involved in local functions. For example, making rolls for harvest festival and collecting fallen apples from neighbours gardens. Supported by their parents, some

children bring in farm animals for others to see to further extend children's understanding of the world.

Children are kept safe indoors and during walks and trips around the community. The premises are secure and doors have alarms so staff know immediately if a door is not closed. Children behave extremely well and are able to fully access the learning opportunities provided in playgroup. Staff ensure that children have familiar routines and supportive structures so they continue to feel secure and know what is expected.

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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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