

Busy Beavers Playgroup

Inspection report for early years provision

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Inspector

Glenda Field

Setting address

Old Catton Village Hall, Church St, Old Catton, Norwich,
Norfolk, NR6 7DR

Telephone number

07982861795

Email

Type of setting

Childcare - Non-Domestic

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Introduction

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Description of the setting

Busy Beavers Playgroup opened in 2000 and moved to its current location in 2007. It is situated in the village of Old Catton, in Norfolk and operates from the village hall. Children have access to an enclosed outdoor area. The playgroup serves the local area. Children attend for a variety of sessions.

The playgroup is registered to care for 26 children from two to under five years. There are currently 40 children on roll, all of whom are within the Early Years Foundation Stage, and this includes 24 children who receive funding for nursery education. The playgroup supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 9am to 12 noon and from 12.20pm until 14.50pm on Mondays, Tuesdays and Fridays and from 9am until 12 noon on Wednesdays and Thursdays.

The playgroup is managed by a voluntary management committee of parents that employs eight staff members to work with the children. All of the staff members have recognised early years qualifications. A parent rota operates to provide additional adult support at each session. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Busy Beavers Playgroup provides firm foundations for children in the Early Years Foundation Stage. Children are actively involved in purposeful play, some of which is planned in the outdoor environment. Children are well supported by knowledgeable and caring staff. They are valued as individuals and their uniqueness recognised. Recommendations made at the last inspection have been satisfactorily addressed. Systems for monitoring and evaluating the provision, to identify priorities for development, are established to continue to improve the quality of the provision.

What steps need to be taken to improve provision further?

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

- develop partnership working to provide opportunities for parents to share in their children's learning and consider ways of liaising with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care.

The effectiveness of leadership and management of the early years provision

The environment is planned to offer a child friendly environment. Adult to child ratios are met and furniture, toys and equipment are of good quality. All being well organised to enable children to play in comfort and safety and make choices in their play. The management committee are currently formulating a book containing photographs of all the resources available. This will be made available to the children to choose additional resources thus furthering their independence and decision making. Flexible settling in procedures ensure that children are supported as they make the transition from home to the playgroup. Each child benefits from a key person who takes time to understand their individual needs and routines. Children's transition into full-time school is supported by staff arranging visits to the school with the children so they become familiar with the school environment. The playgroup have yet to form links with other Early Years Foundation Stage settings that children attend to aid their progression and continuity of learning and care.

The committee and staff demonstrate strong commitment to their role in safeguarding children. They have completed safeguarding training and their practice is guided by the playgroup's written safeguarding policies. Well established recruitment procedures are implemented and therefore all staff and volunteers complete the required checks to ensure their suitability to be in contact with children. Staff create a safe and secure environment for children by carrying out written daily risk assessments of all the areas that children access. In addition, risk assessments are completed and recorded before children are taken on outings in the local area, and staff are mindful to ensure that children are well supervised at all times.

The manager and staff work as a motivated and cohesive team. They are keen to improve the provision for children, taking time to discuss their practice during staff meetings. Systems for monitoring and evaluating the provision are established, and to assist in identifying priorities for development, the views of users have been sought.

Displays, daily discussions and newsletters ensure that parents are kept well informed about activities and events that are taking place. However, at present, parents have little knowledge of their children's 'celebration folders' or opportunities to share in their children's learning.

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

Children are confident and happy in the setting. Staff have a good understanding of the Early Years Foundation Stage, therefore, children's progress towards the early learning goals is well supported. An effective key person system is in place and staff work closely with parents to establish children's starting points, identify likes and dislikes and build relationships with both the parents and the children for

whom they are responsible. Regular observations and assessments of children's progress are recorded within 'celebration books' with the support of photographs and examples of children's work. Next steps are identified and used to inform future planning.

Children communicate confidently with staff, telling them about their experiences. They also communicate well with each other, forming friendships and sustaining conversations during their play. Children are developing a love for books as they freely select a book from the book corner to look at either on their own or ask a member of staff to read. They learn that print carries meaning, for example, finding their named pegs to hang their coats on. Children have many opportunities to mark-make and develop pre-writing skills. For example, when taking part in imaginative play in the area set up as a grocers shop and during sand play. Mathematical language is encouraged and children are helped to recognise shape, size, measure and count through everyday activities and when taking part in cookery activities. Children frequently engage in imaginative play, building castles or houses with large construction materials and acting out scenarios with their friends. Children enjoy whole group time when they sing familiar nursery rhymes with confidence.

Children are encouraged to adopt healthy lifestyles in which healthy eating and exercise are encouraged. They have a healthy snack, such as, fresh fruit and a choice of milk and water to drink. Snack times are social occasions where children learn good manners and chat with their friends and staff. Children readily help themselves to drinks throughout the session ensuring they remain well-hydrated. They develop good hygiene practices through established daily routines, for example, children routinely wash their hands before snack and after using the toilet. Children access outdoor play each session. They energetically run with streamers in the breeze, play on the obstacle course set up by staff, use ride-on toys or discover insects on the surrounding greenery.

Children develop a good awareness of staying safe. They know the rules for safety within the playgroup, for example, not running indoors. Regular emergency evacuation drills are carried out to help children learn what they need to do to keep themselves safe in an emergency. Children are learning to manage their own behaviour. They are encouraged to listen to staff and show a good understanding of the boundaries of the setting. Friendships are evident and children freely share resources with their friends. They learn to co-operate, take turns and consider the needs of others with the positive support and encouragement of the staff. Children are beginning to develop an understanding of the wider world as they access resources that are representative of diversity and also celebrate cultural festivals throughout the year. Children demonstrate they are acquiring skills that will help them in the future and are preparing them for their transition from playgroup to school.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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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