

Busy Bees Playgroup

Inspection report for early years provision

Unique reference number EY291246
Inspection date 23/03/2012
Inspector Glenda Field

Setting address Browick Road Infant School, Browick Road, WYMONDHAM,
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Type of setting Childcare - Non-Domestic

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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

Busy Bees Playgroup is a committee managed established group which moved to new premises in September 2004. It operates from a purpose built mobile classroom in the grounds of Browick First School in Wymondham. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children in the early years age range may attend the playgroup at any one time. The facility offers sessions each weekday from 8.45am to 11.45am for three and four-year-old children, and on Monday, Wednesday and Thursdays from 1pm to 3.30pm for two-year-olds. All sessions operate during school term times only.

There are currently 51 children in the early years age group on roll. Children attend from the local area. The playgroup employs eight members of staff. The Manager and six members of staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school provides outstanding care and provision for its children. The exceptional organisation of the learning environment provide rich, varied and imaginative experiences that meet the needs of all children very well. The whole staff team share high standards which are embedded across all areas of practice and effective evaluation processes and drive continuous improvement. Partnerships with parents are highly effective in meeting the needs of children. Planning and monitoring processes ensure that resources are used extremely well. Comprehensive policies and procedures ensure that children's welfare is securely safeguarded.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to liaise with other settings delivering the Early Years Foundation Stage for children to ensure progression and continuity of care for individual children.

The effectiveness of leadership and management of the early years provision

Overall the staff team have a comprehensive awareness of safeguarding issues and know how to protect children, as there are secure procedures to follow should they have a concern about a child. Partnerships with other professionals are well established so that any emerging concerns are able to be dealt with effectively and at an early stage. The liaison with other settings delivering the Early Years

Foundation Stage for individual children has been successful in most cases, ensuring progression and continuity of care for individual children. All staff have their suitability checked and policies and procedures are regularly updated and shared. Children's safety is given the highest priority at all times. Risk assessments of the premises and for outings are thorough and comprehensive. Children recognise how to keep themselves safe and the children's show their understanding of safety issues, such as, road safety when they go out with the adults.

Children's welfare is very successfully promoted. A particular strength is the highly positive relationships that are established with parents and carers right from the very start that aid children's smooth introduction to the setting. Parents report very positively, indeed, about all aspects of the pre-school. The key person system ensures that parents are kept very well informed about all aspects of their own children's day, achievement, well-being and development; and this ensures an excellent continuity of care and learning for all children. Parent's views are canvassed and they are heavily involved in making decisions about the pre-school, such as, through their involvement on the committee and suggesting improvements through the settings evaluation process. Parents have regular discussions with key workers and many make use of 'wow' statements or comment in the learning stories.

The setting places the promotion of equality and inclusion at the heart of all that is done and very high aspirations are shared and acted upon at all levels. The inclusive systems of communication ensure highly productive partnerships with parents and other agencies involved in the support of children, such as, health professionals. Adults are highly effective at ensuring that all children are very well integrated and are able to fully participate. As a result, children's experiences are very positive. The accommodation, resources, furniture, and equipment are of a consistently high quality and very well-managed and organised. Outcomes for children are clearly attributable to the excellent use of resources and to the highly effective deployment of staff. The staff team work hard to ensure a consistently welcoming and stimulating learning environment both indoors and outside. The continuous provision of high quality resources is closely monitored and is well planned around a loose topic to meet the individual developmental needs of children and to follow their interests.

Comprehensive planning and high levels of communication between staff mean that they are well deployed to support children both in structured adult-led activities and during the child-initiated, free flow activities. The pre-school is taking suitable steps to ensure resources and the environment is sustainable. The leadership and whole staff team are highly committed to driving improvement and providing best practice. All fully share the ethos of the setting. Reflective practice is consistent at all levels with rigorous and extensive monitoring, searching analysis and evaluation. High standards are embedded across all areas of practice and endorsed by highly motivated practitioners, who regularly feedback their ideas for improvement and the information from the training that they undertake. Future plans clearly identify the areas for further development and the pre-school are keen to try out ideas and evaluate the impact to further improve the outcomes for children.

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

Children thoroughly enjoy their time at the pre-school. They are greeted warmly on arrival and carefully thought through processes help children to settle extremely quickly and into small groups. The highly skilled and experienced staff team have a secure understanding of the Early Years Foundation Stage. Assessment is rigorous, observations are of a high quality. Each child's learning is accurately monitored and the information gained about their abilities and interests is used very effectively to guide and influence planning. As a result, the organisation of the learning environment meets their individual needs extremely well.

Resources are robust, well set out and creatively presented and so provide rich experiences for all children. The quality of the planning is consistent both indoors and outside. All children make significant gains in their learning across each area of learning and quickly grow in confidence. Children show high levels of independence, curiosity, imagination and concentration and often demonstrate outstanding progress in developing the skills they will need for future learning, given their starting points. For example, children spontaneously count the number of children and adults present at registration time. They then correctly write the resulting number on the board. They talk about what they are doing together, without adult support, and spontaneously count and use language about size, shape, number and colour. Some children are able to write their names correctly and clearly on completed art work. Children explore gravity and learn about speed and weight as they roll cars down a gutter chute. They count, take turns and experiment with different angles as they build using the large wooden shapes.

There is a very good balance of adult-led and child-initiated play. Children have excellent levels of achievement and show very positive attitudes to learning. Staff plan small group activities that are specifically targeted at consolidating individual skill development. In one such activity children learn to play musical instruments. They learn to listen and respond and to stop when asked. They practice playing loud and soft, fast and slow. The member of staff provides a very good role model and skilfully supports children to take turns, count, make choices and keep a beat. All children in the group are fully engaged and thoroughly enjoy the learning experience.

The staff team are adept at giving children space to explore at their own pace and in making positive interventions at the right time that extend children's learning. They skilfully support children to think and to explore by offering encouragement, clarifying ideas and asking open questions, such as, 'what do you think will happen?' and 'what shape is that?'. Children make excellent progress in their communication, numeracy, literacy and technology skills. They have excellent opportunities to practice mark making, such as, outside while drawing a treasure map, and indoors in the writing area, where they use paper, envelopes, pads and a diary.

All children show an extremely strong sense of security and belonging within the

setting. All children show through their excellent relationships with the staff and with other children that each child's uniqueness is highly valued and all are able to make a positive contribution. The key worker system supports individual children very well as adults have a good knowledge of each child's background. Written information about children's next steps is comprehensively shared between staff enhancing their ability to support children. Children's behaviour is excellent and they show a very good awareness of responsibility within the setting, such as at tidy up time.

All children have their health, physical and dietary needs met to an exceptional standard. Children thoroughly enjoy the wide range of physical activities outside and gain a secure understanding of the importance of regular exercise. Very good use is made of the outside area, including, the adjoining schools playing field. Children have great fun outside, as they drape a large sheet over an upright structure to make a bird hide to hopefully view wild birds in the nearby hedgerow. Children show an excellent understanding of healthy eating through various topics but also through their easy access to drinks and snacks. They make choices about what they eat and drink and become independent through serving themselves. They are able to relate what keeps their bodies healthy, identifying what to eat and drink, good hygiene habits, such as, hand washing, and exercise and sleep. Children tell adults that when they exercise their heart beats faster. Children feel very secure and have an extremely safe environment in which to play because potential risks to children have been effectively minimised. Children are extremely competent at communicating their thoughts and feelings. They are well supported by staff that provide simple explanations about issues of safety and are very vigilant.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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

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