

# Bredhurst Busy B's Playgroup

Inspection report for early years provision

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<b>Inspector</b>	Shanti Flynn

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<b>Type of setting</b>	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**

Bredhurst Busy B's Playgroup is a privately run group offering pre-school care and a holiday play scheme. It registered in 2001 and operates from the village hall in Bredhurst, Kent. All children share access to a secure enclosed outdoor play area. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school element of the provision may care for a maximum of 24 children from two years of age to the end of the early years age group. It is open on Mondays, Wednesdays and Fridays from 9.15am to 12.15pm during term time. The holiday play scheme runs for five days during the summer holidays. A maximum of 60 children under eight years of age may attend at any one time, none of whom may be under five years of age. Currently there are 20 children on roll for the pre-school and attendance for the holiday scheme is dependent on demand. The playgroup is funded for the provision for free early education for children aged three and four years. There are five staff working with the children, of these three hold relevant early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children make sound progress in their learning and development and enjoy their time at the playgroup. The playgroup has not fully developed the systems for observational assessment. Staff form satisfactory relationships with parents and carers and provide a warm and welcoming environment, which appropriately meets the needs of all children. The playgroup works well with local schools but partnerships with other early years settings that children attend have not been developed. There is limited use of self-evaluation, although most recommendations from the previous inspection have been adequately met. Therefore, the playgroup's capacity to maintain continuous improvement is satisfactory.

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

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

- develop further the systems for ongoing observational assessment to inform planning for each child's continuing development
- develop systems for self-evaluation and reflective practice to further identify the setting's strengths and priorities for development that will continue to improve the quality of provision for children
- work in partnership with all other settings that children attend to support their development and progress.

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate a sound understanding of their responsibilities for safeguarding children and there are suitable policies and procedures in place. They know what to do and who to contact if they have any concerns about a child in their care. All staff have been appropriately vetted as suitable to work with children. Adequate documentation and risk assessments are completed so that children can play in a safe environment. Daily checks identify and help minimise any potential hazards in the environment. The premises are secure. All visitors have to sign in upon arrival so that there is a clear record of everyone on the premises.

The playgroup in general is suitably organised and staff are well deployed so children are safe and supervised at all times. Children play in a welcoming environment where toys and equipment are easily accessible. They have use of a large hall and have free flow access to a secure outdoor area. Staff rotate resources so that children have access to a range of suitable toys and activities. The playgroup adequately promotes equality and diversity and children's progress in relation to their starting points is satisfactory. Staff treat each child as an individual and know the children and their families well. As a result, they plan to meet their needs accordingly.

The playgroup has sound relationships with parents and carers. Suitable information is shared with parents about the setting and staff gather information about children's individual needs. For example, any dietary and medical needs are recorded and shared with all staff to promote children's welfare. Parents are kept informed about their children's care and progress through daily verbal feedback. Parents report that they are very happy with the playgroup and the care provided. They particularly value the way staff help children to settle in when they first start at the playgroup. Partnerships with the local school are good. Children make regular visits to the school and the teacher visits the playgroup to work with the children. However, partnerships with other settings that the children attend have not been developed. Consequently, this does not promote continuity of care and learning for some children.

The staff work well as a team and have met most of the recommendations set at the last inspection. Staff have provided more resources for the children and developed children's awareness of diversity. However, the setting does not yet have a fully secure system for self-evaluation to evaluate and monitor the quality of the provision. The playgroup does receive help from the local authority to reflect on practice, which supports staff and the manager in driving changes to improve outcomes for children.

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

Overall, children enjoy a range of activities and experiences that enable them to make sound progress in their learning. Staff carry out observations but do not use these fully to assess and plan the next steps in children's learning. Currently, the planning is linked mostly to the deployment of resources. As a result, it does not clearly identify the particular interests of children or the learning intentions of particular activities.

Children are developing sound skills for their future learning through the experiences provided. For example, they are able to make choices about what they do and enjoy the freedom to explore their environment. The large hall is set up with a variety of activities. Children learn about colours whilst painting, and discuss the different shapes that they make. They learn about simple technology as they access a range of electronic toys. Children have unlimited access to the outdoor area and enjoy having the space to run around and enjoy fresh air. They particularly enjoy playing with the water tray, counting and comparing the number of fish in their nets. Staff skilfully support this by asking how many more or less they have, thus successfully developing their problem solving skills. They also develop their physical, co-ordination and balancing skills as they negotiate the wooden beam and play with the balls and markers. Children are beginning to show an understanding of healthy lifestyles as they are offered nutritious snacks, including milk, water and fruit. They use wipes to clean their hands before they eat as the playgroup is currently waiting for a new portable sink to be delivered.

Most children are developing a sense of how to stay safe within the playgroup. Staff gently remind them not to run indoors and not to climb on the resources. Children take part in fire drills to help them understand how to leave the building safely. They also enjoy visits from fire-fighters to help them understand how to keep themselves safe. There is always a member of staff who holds a current paediatric first aid qualification in the playgroup. This means that appropriate action can be taken if children have an accident whilst in their care.

Children are happy and settled because the staff who look after them are kind and caring. They take a genuine interest in what the children have to say and respond appropriately to their needs. Children are confident to approach staff to ask for help or for what they need. For example, a child asks a member of staff for new batteries when a programmable toy stops working. Children's good behaviour is soundly promoted. They are encouraged to show respect for each other as they learn to cooperate and negotiate with their peers. Staff help them to value differences within society through discussions and planned activities for special festivals. For example, they take part in community events such as New Year celebrations and also learn about the Chinese New Year festivities.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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