

Broadwas Bumble Bees

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 - 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Broadwas Bumble Bees is a committee-run group that was established in 1981 and registered at its new premises in 2003. It operates from a portable classroom within the grounds of Broadwas Primary School and uses the school grounds for outdoor play. The club serves children from the village and surrounding rural areas, all of whom attend the school or pre-school. It provides out of school provision for pre-school and school age children.

The out of school provision is open Monday to Thursday during school term times and operates from 8am to 9am and from 3.15pm to 5.30pm. There are currently four children in the early years age range on roll. The group supports children with special educational needs and/or disabilities and who speak English as an additional language. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision also operates a pre-school Monday to Thursday between 9am and 3.15pm.

Three staff work with the children in the out of school provision, all of whom are qualified to level 3 or above. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The out of school provision is effectively organised and managed. Staff follow detailed policies and procedures which mostly reflect the good practice used to manage children's welfare effectively. The well-resourced environment and support provided by staff promote children's independence exceedingly well. Parents and carers are actively involved within the provision, and their views and opinions are valued. Systems to monitor and evaluate the quality of provision are effective in driving quality improvements.

What steps need to be taken to improve provision further?

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

- ensuring regular evacuation drills are carried out.

The effectiveness of leadership and management of the early years provision

Children's welfare and safety are given a high priority within the provision. Comprehensive safeguarding policies and procedures are implemented effectively in most respects because staff demonstrate an excellent understanding of safeguarding procedures and when to take action to safeguard children. Their

knowledge and understanding is kept up to date through training. Parents are kept well informed of how the provision is organised and managed, and they are provided with information on all policies and procedures. The premises are safe and secure, and ongoing monitoring of security measures has resulted in steps being taken to further improve arrangements to prevent unauthorised persons accessing the premises. Comprehensive risk assessments and checks are carried out and the records are monitored to identify any particular trends or potential hazards. However, evacuation procedures are not practised with the children on a regular basis. There are good procedures in place to ensure that appropriate action is taken in the event of accidents, or children requiring medication or becoming unwell. All staff hold current first aid certificates.

The staff have an excellent understanding of the Early Years Foundation Stage and regularly attend training workshops to keep their knowledge up to date. Their professional development is valued. They work well together as a team with designated roles and responsibilities which enable the day-to-day organisation of the provision to be effectively managed. The committed management team carries out rigorous monitoring and analysis of the quality of the provision. The staff, parents and children are involved in the self-evaluation process, contributing comments through staff and committee meetings and questionnaires. Clear and achievable targets are set which identify areas for further improvement.

A highly positive relationship with all parents, carers and other professionals contributes to improvements in children's achievements, well-being and development. Parents and carers are made exceedingly welcome and included within the provision, for example, being part of the management committee. The views of parents and carers are valued and a regular questionnaire is used as part of the monitoring and evaluation process within the provision. Parents and carers provide information about their child when they join the club. This enables the key person to get to know the individual children and provide activities they will enjoy. The staff talk to parents about their children's well-being and development. The setting is highly committed to working in partnership with others and has established an excellent working partnership with the school. This enables them to share information, expertise and equipment. The setting's special educational needs coordinator has the necessary training and experience to ensure that children who require additional help are well supported. Information on children's individual learning and developmental needs is shared with other settings children attend.

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

The children enjoy attending the club, spending time with their friends and engaging in activities they enjoy. The club is well resourced with a vast array of good quality toys and equipment which are used effectively to engage the children, keep them entertained and help them develop skills for the future. Good use is made of the environment, both indoors and outdoors. Children particularly enjoy using the computers and playing physical games outside. There is a good rapport between children and the staff. Children respond well to the interaction and

engagement with staff, who provide appropriate challenge to help children make progress and acquire new skills and understanding. The children respond well to the calm manner staff use to engage with them. They are good role models who support the children exceedingly well, promoting good behaviour and consideration for others. Strategies, such as using an egg timer, ensure children are given equal turns in using the computer. They are learning to resolve situations themselves, negotiate and play cooperatively. Younger children benefit from the interaction with the older children. For example, they attempt to copy the skills of the older children when making models or using computer games.

Children are independent and active learners. They make their own decisions about the activities they want to use and demonstrate their creativity as they play imaginatively using the resources provided or setting up their own games. Children decide when they need their snacks and what they would like to eat and drink. The staff are on hand to provide assistance for the younger children when needed, while also allowing children to develop their independence and self-care skills. Children's good health is actively promoted. The staff ensure meals and snacks are nutritious and well balanced. Children learn about healthy meals and active lifestyles through the range of activities provided, such as gardening, food tasting and talking to staff. They gain a secure understanding of the importance of regular exercise as they choose to play outdoors using the physical play equipment provided or setting up their own games. Children demonstrate a sense of belonging to the club. They are involved in setting club rules and suggesting ideas for new equipment or games they would enjoy. Children learn about safety through discussions with staff regarding the safe use of equipment. For example, the occurrence of accidents relating to the use of the swings dropped once staff explained to the children the risks involved.

The staff use their excellent understanding the Early Years Foundation Stage curriculum to plan activities that meet children's individual learning needs. Although the activities are self-chosen by the children attending the club, the staff make good use of opportunities to guide children's learning so that any identified targets or areas of development are incorporated into the child-initiated activities. Consequently, children make good progress towards the early learning goals overall. Observations and assessments of children's progress are carried out. These are more in-depth and detailed in relation to children who also attend the pre-school. Parents are able to discuss their child's progress and any concerns at any time with their child's key worker or the manager.

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	1
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	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	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