

Bambi Playgroup Ltd

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Bambi Playgroup Ltd is privately owned and was registered in 2011. The provision operates from within the Magdalene Centre in the Winton area of Eccles. Children have access to a playroom and associated facilities. The provision operates Monday to Friday from 9.15am to 12.15pm during school term times.

The provision is registered by Ofsted on the Early Years Register to care for a maximum of 40 children aged from two years to under eight years may attend the provision at any one time. There are currently 24 children on roll with some in receipt of funding for free early years education.

There are four staff who care for the children. Of whom two have Foundation Degrees in Early Years Childhood Studies and two have National Vocational Qualifications at Level 2. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and thrive in this inclusive environment. Staff have a good understanding of the Early Years Foundation Stage and implement most areas of it successfully. Effective partnership with parents and carers ensure children's unique and individual needs are recognised and met. The provision shows a good capacity to improve overall as key areas for further development are recognised and effectively targeted. However, the process used to monitor and evaluate the service is not yet fully up-to-date.

What steps need to be taken to improve provision further?

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

- update the system for reflective practice, self-evaluation and informed discussion to identify the provision's current strengths and priorities for development that will continue to improve the quality of the provision and outcomes for all children
- develop a system to track children's progress towards the early learning goals in order to identify the next steps in their learning and development.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded within the provision because staff have a good understanding of the child protection procedures. These are fully inline with the Local Safeguarding Children Board guidance and help to protect children from harm and neglect. Comprehensive risk assessments are in place and checks of the play areas on a daily basis ensure children can play in a safe environment. Robust

recruitment and selection procedures further enhance children's safety. All records and documentation required are in place and maintained to a good standard.

The provision successfully provides an inclusive service for children and their families. Equality and diversity are fostered well through a varied range of activities and resources which promote children's understanding of the world around them. Communication with parents and carers is effective as staff establish positive relationships with them. Parents are warmly welcomed into the provision. A range of information is clearly displayed for them which includes information on the Early Years Foundation Stage. Detailed information is sought prior to children's admission, helping staff to recognise the uniqueness of each child. Continuity of care is a priority for this provision and as a result, children settle well. Staff are fully aware of how to work with other settings that children may attend or other professionals when necessary. Leadership and management of the provision is good. The staff team work well together and access ongoing training which has a positive effect on children's overall well-being and safety.

Children are provided with a wide range of resources, activities and equipment that are age appropriate, safe and well maintained. Many resources are easily accessible which successfully supports children's independence and choices in their play and learning. There is a system in place to monitor and evaluate the provision, although this does identify some areas for improvement it has not been updated to reflect current strengths and future targeted developments.

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

Children are becoming inquisitive learners who enjoy their time in the provision. They make good progress towards the early learning goals as staff plan a wide range of interesting activities to promote their development in all areas. Staff make sensitive observations of children's development, which clearly link to the early learning goals and identify the next steps in children's learning. This information is used effectively to inform the planning of activities to extend children's learning. However, a system to track children's progress towards the early learning goals has not yet been implemented to effectively identify gaps in children's learning.

Children are very well supported and nurtured by a caring staff team. Most children enter happily and are well settled within the provision. They eagerly explore the stimulating activities and are supported by the staff team to ensure their interests in activities are captured and sustained. They particularly enjoy dressing up and playing imaginatively. The whole group become involved in a dramatic game where some children get stuck in the 'high tower'. They have to be rescued by others who are dressed up as fire officers with hose pipes. Children's imaginations are extended and supported by staff who help them to make the 'high tower' by draping fabric over a high table.

Communication skills are fostered well throughout the provision. Children are beginning to understand that print carries meaning, as they look for their names to self-register. They handle books carefully and snuggle into staff as they enjoy

listening to stories. They refine their pencil skills as they make marks with a purpose with a variety of pencils, chalk and crayons. Some children confidently write their own names and are beginning to link letters to sounds. Staff enhance children's understanding and knowledge by asking questions which help them to think and reason. They use mathematical language with the children and encourage them to become aware of numbers as they sing nursery rhymes and use their fingers to count on. Children problem solve as they complete jigsaw puzzles and work together to make wonderful models with construction materials. Skills for the future are fostered well as children explore a range of replica electrical equipment in the role play area and have access to calculators, mobile phones, interactive resources and keyboards. They are becoming aware of difference as they explore a range of resources which reflect the diversity of society. Children have opportunities to freely express themselves creatively as they explore a range of paint glue and collage materials, dress up, sing and play imaginatively with small world resources.

Children are beginning to understand the importance of a healthy lifestyle. This is supported as they participate in activities, such as, making soup from fresh vegetables and enjoying fresh fruit. Snack time provides good opportunities for children to develop their social skills as they sit together and chat with staff. They have good access to drinks throughout the session and are able to quench their thirst. Children are consistently helped to appreciate the need for good hygiene routines. They are supported to wash their hands after going to the toilet and use anti-bacterial hand gel before they have snacks. They have regular opportunities to be active and develop good skills in coordination as they ride bikes, throw balls and balance. Children are very secure in the setting they know and understand the routines. Their behaviour is very good and they are supported to behave in ways that are safe for themselves and others. They have a good sense of safety and they understand the rules as staff give clear explanations of the possible consequences. They receive good quality support and care from staff and positive relationships enable children to feel safe in their environment.

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	3
The effectiveness of partnerships	3
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	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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