

Busy Bees Playgroup

AT7 Centre, Bell Green Road, Bell Green, COVENTRY, CV6 7GP

Inspection date	29/11/2012
Previous inspection date	19/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff praise and encourage the children in all aspects of their day. As a result, children are confident, have good self-esteem and behave very well.
- Children are making good progress because staff carefully monitor their development and plan for the next steps in their learning. They make choices from a wide variety of interesting, enjoyable activities both indoors and outdoors, which supports their all-round development.
- Partnerships with parents are good and systems for communication ensure progress and achievements are shared between playgroup and home. This helps staff and parents to work together, providing consistency of care and enhancing learning experiences for each child.
- Staff work closely with senior management to ensure the playgroup continually improves. They actively seek the views of parents and share their own ideas about the provision enabling them to identify the playgroup's strengths and targets for improvement that will improve quality.

It is not yet outstanding because

- Opportunities for children to re-enact familiar situations and recall past events through role-play and small world play are not yet consistently available.
- Children's independence is not always effectively encouraged when using small tools, to enable them to become secure in their abilities.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children involved in a variety of activities indoors and in the outdoor play area.
- The inspector looked at children's learning journals and records, planning documentation and a selection of policies.
- The inspector observed safety features within the playgroup and looked at risk assessments.

Inspector

Tracey Boland

Full Report

Information about the setting

Busy Bees Playgroup was registered in 1991 and is one of three settings run by Coventry Sports Foundation. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a leisure centre in Bell Green, Coventry. The playgroup serves the city and local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The playgroup employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The playgroup opens Monday to Friday all year round. Sessions are from 9am until 12noon and 12.30pm until 3.30pm. Children attend for a variety of sessions. There are currently 52 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase opportunities for children to re-enact familiar situations and recall past events by enabling them to access a wider variety of role-play experiences and small world models and equipment
- extend opportunities for children to develop confidence and independence when using small tools, such as scissors.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enthusiastically enter the playgroup and are greeted warmly by staff. They chatter excitedly about what they have been doing at home and staff give children individual attention showing an interest in what the children are telling them. This builds good self-esteem and confidence. Staff use positive strategies to help encourage children's language skills. They skilfully ask questions to extend children's thought processes and encourage them to talk about family and home life. For example, talking about their own pets when cleaning out the guinea pig 'Billy' and discussing the foods they give to them. Children benefit from plenty of fresh air and exercise each day as they move freely between the indoor and outdoor play area, choosing from a range of activities and resources. This environment effectively supports their all-round development and, as a result, children are happy, relaxed and progressing well.

Children actively engage in a variety of activities that encourage their hand-eye coordination, for example, using the mouse skilfully to complete matching games on the computer and using glue sticks when creating a variety of pictures using glitter and collage materials. However, children do not always have opportunities to fully develop

confidence in their abilities when using small tools, such as scissors, as staff cut materials for them. Children understand that print carries meaning as the environment is rich in text. Children confidently self-register each morning, collecting their name cards and placing them on their key person boards. They excitedly identify the first letters of their names at circle time. Some more confident children are also able to recognise their friends' names, which further enhances their early literacy skills. As a result, children are acquiring the skills, attitudes and dispositions they need to be ready for school or their next stage of learning.

Staff plan effectively across seven areas of learning and successfully identify children's interests and needs through observations and the ongoing discussion with parents. Each key person accurately assesses children's progress, having established the starting points in their learning with parents when they join the playgroup. This enables staff to identify children's individual needs and effectively target them to support their learning. As a result, all children, including those with special educational needs and/or disabilities and those where English is an additional language, make good progress in their learning and development.

Children enjoy talking about things they have done and family occasions and events and staff encourage them to talk about new siblings and other key adults in their lives. However, opportunities for children to extend this through role-play activities and the use of small world resources are not consistently provided in order to extend children's imagination and support them in recalling familiar past events in their lives.

The contribution of the early years provision to the well-being of children

Children are happy and clearly enjoy their time at playgroup. A good key person system is in place, and children and families know staff well. Children confidently say 'goodbye' to their parents and settle well into their chosen activity. Parents and staff share information daily and regular newsletters ensure parents are kept up to date with forthcoming events and activities. This process enables staff to be confident that they have all current information about each child, so that they can provide continuity of care and support children's transitions from home into playgroup.

Staff use consistent strategies to support children's behaviour. Clear boundaries are reinforced that are appropriate to children's understanding and capabilities, for example, no running indoors, not walking around with scissors and being kind to their friends and sharing. Visual timetables enable all children to be involved and become familiar with routines, especially those with special educational needs and/or disabilities. For children with English as an additional language, key words are sought from parents to enable staff to communicate with the child.. These strategies successfully help children to communicate and understand what is happening throughout their day. Children are beginning to understand the impact of their behaviour on others as they identify faces which reflect different feelings and talk about how they feel at different times.

Children are actively involved in caring for the guinea pig that clearly enjoys their contact. They hand feed him carrots and ensure his home is clean and he is comfortable. This fosters their understanding of caring for living things. They understand the importance of their own well-being and wash their hands after touching him, developing good personal hygiene routines. Children eat healthy foods and enjoy visits to the shop to purchase them. They choose their own foods, such as tomatoes, raisins and breadsticks. Snack time is a social occasion. Children are developing an understanding of keeping themselves safe near the roads when walking to the shops and they are familiar with the evacuation procedure in the event of an emergency. Therefore, they develop an understanding of listening and walking sensibly to maintain their own safety.

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

Staff demonstrate a good understanding of their role and responsibility for safeguarding children and promoting their welfare. They regularly access training enabling them to keep their knowledge in the childcare field up to date. Robust systems are in place for the recruitment of staff ensuring anyone appointed is suitable to care for children. Senior managers monitor staff knowledge through appraisals and the staff meet regularly as a team to plan and share any good practice ideas. Staff clearly prioritise children's safety and take positive steps to maintain a safe, secure environment. Written risk assessments identify potential risks and acknowledge the action taken to minimise them. Therefore, safety is maintained throughout.

Management and staff have a good understanding of the playgroup's strengths and areas for development and procedures to monitor the quality of the educational programmes, planning and assessment are effective. Staff actively seek the views of parents and advice and guidance from the local authority who complete their own assessment of the care provided. This information is used alongside staff's own reflection of practice to continually enhance the service they provide.

Staff receive good support in their own professional development through their appraisals, identifying their own training needs and accessing courses as appropriate. They have formed strong links with other providers of the Early Years Foundation Stage and effectively communicate with them, ensuring continuity of care. The manager also works closely with parents and outside agencies to support children's needs effectively. As a result, staff engage effectively to support parents and secure any interventions which contribute to meeting children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number

223743

Local authority	Coventry
Inspection number	818244
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	52
Name of provider	Coventry Sports Foundation
Date of previous inspection	19/12/2008
Telephone number	02476 665530

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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