

Bumbles Playgroup

Ashby Hall, Abbots Close, Romford, Essex, RM7 8QU

Inspection date	18/06/2013
Previous inspection date	28/04/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 engage effectively with children during play, offering them good support and guidance. As a result, children make strong progress.
- Staff observe and assess children's all-round development stages when they start the pre-school. Therefore, staff are able to identify any child requiring further support.
- Staff establish strong links with parents. They talk to them regularly and share records about their child's ongoing progress to fully enable parents involvement in their child's learning.

It is not yet outstanding because

- There are fewer resources available to children that reflect the wider community and help children understand about difference in a positive way.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

Inspector

Caroline Preston

Full Report

Information about the setting

Bumbles Playgroup opened in 2009. It operates from Ashby Hall in Collier Row, in the London Borough of Havering. Sessions are available during term times from Monday to Friday 9.15am to 11.45am and from 12.15pm to 2.45pm on Tuesdays and Wednesdays. The playgroup serves the local and surrounding area and is registered on the Early Years Register. Currently there are 48 children on roll in the early years age group. There are five members of staff, who are all qualified to at least level 2 in childcare. The playgroup is in receipt of funding for the provision of free early education for two-three and four year olds.

What the setting needs to do to improve further

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

- provide a wider range of resources to promote the wider world and help children to understand about people's differences through everyday play.

Inspection judgements

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

Staff provide children with a wide range of activities and resources which reflect most of the areas of learning. As a result, children are able to make good progress in many aspects of their development. Staff carry out on-entry observations and assessments on all children when they start the pre-school. This enables staff to find out about each child's stage of development and identify any child requiring further support. As a result, staff are able to meet children's individual needs well. Parents are invited to contribute to their child's initial assessments. This enables staff to develop good relationships with parents from the start.

Staff stimulate children's interests by planning different themes and activities for the week such as 'super heroes'. They invite children to attend the pre-school dressed in different super heroes costumes, which helps to spark children's developing imaginations. Children extend and elaborate play ideas as they become their favourite super hero. They happily engage in play and socialise well with each other.

Staff read to children using books and props. They also sing many different nursery rhymes. This helps to effectively support children's developing communication and

language. Children recall parts of the story and listen intently and quietly. Staff are able to keep the children interested through their tone of voice, body language and facial expressions as they read to the children. Staff supervise children's safety as they take part in physical activities, such as exploring the indoor large climbing frame. Children also run, jump and play in the well-resourced garden, which helps to promote their physical development.

Staff provide children with good writing and literacy tools to promote their early writing skills. Children write letters as they role-play working in the post office, making marks using pencils and pens. Staff sit with children and support them effectively, offering good quality teaching through interaction, discussions and questions. As a result, staff and children develop good relationships. This also helps children develop the skills they will need for future learning, particularly when they move on to school. Children learn to problem solve as they find treasure by following the instructions written on the treasure maps staff have made for them. Children begin to understand the world around them as they explore the interesting nature area staff provide in the garden. Children look in awe at the snails and caterpillars as they move and crawl along the twigs. This promotes children's understanding of the natural world. However, there are fewer activities and resources reflecting the wider world to fully support children's knowledge of differences between people and themselves. Staff offer children a good range of creative activities, such as pink jelly, paints, water and sand. This enables children to express their ideas through different creative resources.

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

Staff work closely with children and parents and are able to develop strong bonds and attachments with them, using an established key person system. Both children and parents know their key person and receive effective support from them. As a result, children develop confidence and self-motivation because they are happy and settled. Staff are good role-models; they talk to children affectionately and respectfully. This means children observe and experience staff showing good manners and kindness towards others. Staff remind and reinforce children how to behave appropriately. They discuss behaviour rules daily during circle time with children, which enables children to become familiar with them. Therefore, children learn important future life skills, such as what is acceptable and unacceptable behaviour. Children have some opportunities to learn about diversity through the use of play resources and the celebration of various festivals.

Children take risks and learn about safety through everyday play. For example, staff remind children to wait and take turns when playing with toys and to climb safely. Staff plan topic work for children around safety, such as people who help us in the community. This includes visits from local paramedics. Staff offer children a healthy range of snacks and drinks and physical activity sessions daily. As a result, children learn about healthy lifestyles, while staff talk to children about the importance of the food they eat.

Staff encourage children to attend to their own personal needs, such as toileting.

Therefore, children become aware of the importance of good hygiene routines and their own independence. Overall, the pre-school is well-resourced by staff, both inside and outdoors, which helps children to promote children's development and achievements.

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

Leadership and management of the setting is good. There are robust systems in place to ensure staff are suitable to work with children. The manager conducts any additional risk assessments and informs parents if visitors to the group are present. Any visitors are supervised and are not left alone with the children. This helps to ensure children are fully safeguarded. Staff understand the playgroup's safeguarding policy and procedure. They know what to do if they have concerns about a child's safety and to who they need to report. Staff carry out detailed risk assessments for the inside and outside of the playgroup and for various trips. This means staff are able to identify any potential risks and remove or minimise these to help keep children safe.

Staff monitor the educational programme to promote children's learning. This helps them to plan and provide a range of effective learning experiences, which help children develop and prepare for school. All required documentation is in place for the smooth and efficient running of the playgroup. Staff work closely with parents and external agencies to fully support children's individual needs and help them progress. As a result, children are supported in meeting their full potential.

Staff undertake strong self-evaluation of the playgroup and invite suggestions from parents about potential improvements. For example, parents requested the playgroup improve the garden space. This has been achieved effectively, which particularly helps those children who learn better outside. Parents receive regular newsletters and updates on their child's progress. Information is also shared with parents through notice boards and regular parent evenings, alongside a secure social network site, which parents can access safely.

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 action. 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	EY397854
Local authority	Havering
Inspection number	894738
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	26
Name of provider	Bumbles Playgroup Partnership
Date of previous inspection	28/04/2010
Telephone number	07958736580

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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, which are usually the childminder's 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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