

# Bluebird Playgroup

Westfield County Primary School, Westbourne Park, BOURNE, Lincolnshire, PE10 9QS

## Inspection date

03/02/2014

Previous inspection date

05/11/2008

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Children make very good progress in their learning and development because practitioners have high expectations for children. They skilfully plan and adapt activities and experiences to meet children's individual development needs.
- The manager and practitioner team are passionate and enthusiastic individuals who give meeting children's needs and well-being high priority. This dedication has a very positive effect on children's care and education.
- Practitioners work closely in partnership with parents and carers. They are included in all aspects of nursery life and this has a positive impact on the care and education their children receive.
- Children's emotional well-being is highly fostered as the practitioners implement a strong ethos of patience and respect. Their care and compassion ensures children's welfare is safeguarded.

### It is not yet outstanding because

- There is scope to enhance children's independence further at snack time by enabling them to pour their own drinks.
- There is scope to enhance the appraisal system further by including and utilising information already gathered through observations of practitioner's practice.

## 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 activities in the main playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the playgroup.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the setting's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector interacted with children throughout the inspection.

### Inspector

Sharon Waterfall

## Full report

### Information about the setting

Bluebird Playgroup has been registered for over 30 years and is privately owned. It operates from a temporary building within the grounds of Westfield Primary Academy School, Bourne, Lincolnshire. The playgroup serves the local area and is accessible to all children. It opens Monday to Friday, school term time only, from 8.45am to 3.30pm. Children attend for a variety of sessions. There is an enclosed area available for outdoor play. There are currently 34 children attending who are in the early years age range. The playgroup receives funding for the provision of free early education for three- and four-year-old children. It supports a number of children for whom English is an additional language.

There are currently six members of staff working directly with the children. Of these, five hold appropriate early years qualifications at level 3. The playgroup receives support from the local authority. It is registered on the Early Years Register.

### What the setting needs to do to improve further

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

- enhance children's ability to be fully independent during snack time, for example, by enabling them to pour their own drinks
- effectively use information already obtained through peer observations to further enhance staff personal development plans and teaching practice.

## Inspection judgements

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

Children at Bluebird Playgroup are making good progress in their learning and development as practitioners know the children extremely well. They are passionate and enthusiastic about meeting children's needs to a high standard and use their knowledge of child development to support each child to their full potential.

Practitioners use effective teaching strategies to meet children's different learning styles and interests and provide a wide variety of play experiences. Each activity during the session is skilfully adapted to meet the individual learning needs of the children involved. Whether the activity is adult-led or child initiated, practitioners use their in-depth knowledge to engage children, providing challenge for the older children and appropriate learning experiences for the younger ones. Practitioners take their lead from the children; they constantly communicate during the session and change activities dependent upon

children's requests and interests. Assessments are effective in highlighting children's progress and enable staff to identify where children need the encouragement to take the next steps in their learning.

Children are supported very well through routines and activities, which encourage their developing skills in readiness for school. The children sit and listen with interest for extended periods of time, such as during a trip to the local school to watch an assembly about Chinese New Year. The very youngest of children are engaged, patient and impeccably behaved. They put their hands up to ask questions, use manners constantly and share and help their peers, as a matter of course. Children are very active participants in their own learning and make many decisions about their play. Activities cover all aspects of learning. For example, at registration time the children excitedly guess whose turn is next by the description given by staff. This can be what the child is wearing and is followed by their initial letter sound, which many children are beginning to identify. They count the number of children, separating the boys and girls, enabling them to begin to learn about addition and combining groups of numbers. The children discover how to make a Chinese lantern and their interest is stimulated as they are involved in the planning and making stages. Their knowledge of the world is enhanced as they walk around the school grounds listening for sounds, sniffing for smells and visiting the chickens Jet and Pippin. Communication and language skills are developed as they join in singing games and discuss their own experiences at story time. The children request the hoops and balls for their outdoor play and enjoy the freedom to run, chase and laugh with their friends.

Practitioners understand the importance of working closely with parents. They gain a lot of information from them when their children first begin at the setting and use this effectively to support them settling in. Parents take home the learning journey records so that they are able to share them with their extended families. They are encouraged to add their own comments, making it an effective communication tool. Partnerships with parents are good; a lot of information regarding children's learning is shared with them through a variety of written and verbal means. A new social media route has just been put into place to enable better links with those parents who use this form of communication. Children for whom English is an additional language are fully included in the nursery and are making good progress in their communication and language development. Their understanding of English is good and their speech is progressing well.

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

Children's personal, social and emotional development is strongly fostered by very caring and sensitive staff. Getting to know the children as individuals is a priority and this effectively supports children's emotional security and sense of belonging. Each child has a key person who assesses and plans for their individual needs and consequently, relationships are strong and children's care needs are well met. The staff work closely with parents and gain good information about children's needs, which ensures they offer personalised support. Children's self-esteem and confidence is enhanced by very positive staff. Praise is used constantly in context and children are encouraged to try things for themselves. The children thrive on the responsibilities they are given and are always

involved in group times, whether it be registration, an introduction to an activity or simply snack time. They have a good ownership of the group and are encouraged to be independent, though sensitively supported when required. However, there is scope to encourage further independence at snack time as children do not have the opportunity to pour out their own drinks.

Children learn about healthy lifestyles at playgroup. Fruit is offered to the children at morning snack time and children are aware it gives them energy. Staff talk to the children about the importance of having a drink and they learn about being thirsty. Snack time is sociable as they talk to one another and staff sit with the children and join in conversations. During a physical activity the children know that to make their hearts beat faster they need to jump around a lot more and so have learnt about the effects of exercise on their bodies. Many of the older children can take care of their personal needs and wash their hands before snack and after toileting. Staff help younger children, though encourage them to do what they can for themselves. There are opportunities for outdoor play in each session and the children can request which activities they want to use. They are able to run, chase, throw balls and learn to take and manage risks. Children are aware of being safe as they tuck their chairs under their tables, so that they do not trip up. They also take walks in the local environment and learn about road safety.

The ethos of the setting is about respecting one another. This can be seen in practice as the group is calm with children engaged constantly. Staff are very positive role models; they talk calmly to children and take time to give explanations focused at their development level. Consequently, the children behave exceptionally well. They share resources with their peers, play cooperatively, listen well and respond with enjoyment in activities. They are kind and considerate to one another, using manners and being pleasant to their peers. As children choose many of their own activities and resources, they do not get bored but look to engage with something else. Staff put out new and interesting activities, such as magnifying glasses with large shells to keep children's interest, when they notice children ending their play elsewhere. The high adult to child ratio means children are supported very effectively. Staff understand the development needs of the children and as a result, they are appropriately supported. Children are well supported with the transitions from playgroup to school. The playgroup is on the school site and the children are regularly invited into the school for assemblies and other events. This enables them to become familiar with the environment and staff during the year before they begin, making the transitions smooth and enhancing children's learning.

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

Staff demonstrate a secure understanding of safeguarding children in their care and their role and responsibility in protecting them from abuse and neglect. Those with responsibility for safeguarding have undertaken recent and relevant training, which has been disseminated to all staff. Robust recruitment and selection processes ensure that all staff working with children are safe and suitable to do so. Risk assessments are completed and along with practitioner's vigilance, children's safety is promoted well. The manager has a good understanding of her responsibilities regarding the safeguarding and welfare

requirements of the Early Years Foundation Stage and documentation meets all requirements.

The registered person and manager complement each other well and both work to their strengths. This has produced a well-focused management team with a driven passion and enthusiasm for providing good care and education for children. The staff team is coherent and consistent in the way it implements practice, due to the focused and high expectations of the management. The quality of teaching is monitored regularly to ensure it is realistic and specific to children's individual needs. Staff development procedures are in place and they support staff training and professional development. However, there is scope to enhance this further by effectively using information gained from peer observations within the appraisal process, to fine tune teaching practice to take children's achievement to the next level. Staff are well qualified and attend further training which is having a positive impact on the quality of teaching in the nursery, which is good. The manager has an accurate improvement plan, which she has compiled with support from the local authority and this links into the self-evaluation plan. Many of the improvements have already been implemented, providing an enhanced quality of teaching and learning in the playgroup.

The partnerships with parents are good. The management takes account of parent's and other carer's opinions and seeks their input in children's learning. The parents spoken to at inspection were delighted with the welcoming attitude of the staff and felt fully involved in their children's care and education. The management team seek the input from other professionals. They work closely in partnership with the local authority advisor and headteacher of the local school and value the relationships highly.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	253632
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	866772
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	18
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Kathleen Megson
<b>Date of previous inspection</b>	05/11/2008
<b>Telephone number</b>	07957 475228

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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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