

Three Bears Playgroup

Wilkinson Drive, Kesgrave, Ipswich, Suffolk, IP5 2ES



Inspection date

16 June 2015

Previous inspection date

11 May 2010

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

Summary of key findings for parents

This provision is good

- The key-person system is strong and works well in practice. Each key person is paired with a buddy who will take over their group and pass on information if they are not present. Staff plan with their buddies once a week. They identify where there are gaps in children's learning and plan activities to ensure that children make progress.
- The playgroup benefits from having a strong manager who is forward thinking and inspired. She leads a group of staff who are enthusiastic and totally dedicated to providing high-quality learning experiences for children. They are eager to share information about their key children and are proud when children achieve their goals.
- Children are developing wonderful imaginations which they use within their play. They pretend to be a combined harvester, rolling their arms to cut down the wheat. Other children collect wild flowers and herbs, which they place into a mixing bowl to make 'smelly spells'.
- Planning stems from children's interests. For example, staff develop a football game to support children's physical development. Children pretend to be in a football team as they dribble the ball around cones, score a goal and throw the ball from the side lines.
- Children who speak English as an additional language or who are from other cultures or backgrounds are fully valued and integrated in the playgroup. Barnaby the playgroup bear goes home with the children so that parents can teach him about their lives at home and the festivals they celebrate. They send in photographs of him to share with children, so they learn more about each other.

It is not yet outstanding because:

- Staff do not always identify and compare the progress made by different groups of children, so they can make sure all groups make the best possible progress.

What the setting needs to do to improve further

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

- develop further the use of the tracking system to identify how specific groups of children are learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation including evidence of the suitability of staff to work in the playgroup.
- The inspector spoke to parents and children and took account of their views.

Inspector

Becky Johnson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress in this stimulating and welcoming playgroup in readiness for school. They rush excitedly into the group and immediately become engrossed in the activities set out for them. They thoroughly enjoy making their own play dough. They measure the ingredients and experiment as they add yellow and blue food colouring to turn it green. The setting is organised well to ensure that all children's individual learning needs are met. The manager takes small groups of children to take part in specific activities to encourage them to develop communication and concentration skills. Children benefit from time spent outdoors. They plant and grow vegetables and fruit to eat at snack time. Staff have innovatively planted the beans in a see-through container to enable the children to see the roots and stems and measure them as they grow. They are beginning to understand the differences between vegetables and weeds. Children know that they have to pull weeds up by the roots so it kills them and they do not come back. A half-termly newsletter provides parents with ideas of activities to support children's learning at home. Children are well prepared for their move to school. Staff meet with staff at schools the children are moving to and share information with them.

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

Behaviour is good. There are clear strategies and props in place to help children to understand the routines of the day. For example, staff clap a rhythm, which children join in with, to signal when activities will change or it is tidy up time. Children's self-esteem and confidence are promoted well. Staff are always on hand to offer support and join in children's games when requested. Children are beginning to understand about healthy eating and how to keep their bodies healthy. Staff talk to them about the importance of having a drink after they have exercised or been outside. Gino the toy giraffe goes home with the children to take part in cooking activities. This helps the playgroup find out about children's favourite recipes.

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

Staff are highly qualified and this has a positive impact on children's learning. The manager has introduced in-house training sessions to encourage staff to play with, and explore new and existing activities and resources. They discuss how activities can be extended to enhance children's learning. All staff are fully aware of their role in protecting the children in their care. They are able to recognise types of abuse and can clearly say what they would do if they had a concern about a child. The manager regularly observes staff as they work with the children in order to further improve on the good practice. Although the manager regularly checks children's progress, she does not always compare progress made by different groups of children, so any emerging gaps can be addressed quickly.

Setting details

Unique reference number	EY300030
Local authority	Suffolk
Inspection number	861712
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 4
Total number of places	26
Number of children on roll	58
Name of provider	Kesgrave Three Bears Playgroup Committee
Date of previous inspection	11 May 2010
Telephone number	01473 635255

Three Bears Playgroup was registered in 2004. The playgroup employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, including two with Early Years Professional status or Qualified Teacher Status. The playgroup opens from Monday to Friday term-time only. Sessions are from 9am until 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children. The setting supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

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