

# Bumblebees Playgroup

Beaudesert Lower School, Appenine Way, Leighton Buzzard, Bedfordshire, LU7 3DX



<b>Inspection date</b>	29 February 2016
Previous inspection date	20 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager, staff and committee work well together. They have completed a wide range of training and have used their new knowledge to inform and implement improvements. This has played a significant part in considerably improving the playgroup since the last inspection.
- Staff are well supported and now use their good teaching skills confidently. Their improved assessments enable them to put children's needs and interests at the centre of activity planning. Activities are now challenging, interesting and supporting the children to acquire essential knowledge and skills, in readiness for school.
- Staff work well in partnership with parents. They lend them practical resources, such as story sacks, supporting them to extend their children's learning at home.
- Staff support children sensitively in understanding and respecting each other; they all learn to work together. Children contribute to activity planning and participate in discussions, helping them prepare for playing an active and positive part in society.
- The manager works well with each child's key person. They monitor children's progress, noting any weaker areas and taking action to address these. Staff now offer additional resources and activities, promoting children's mathematical skills.

### It is not yet outstanding because:

- Staff do not always make full use of daily play opportunities to support children in developing their skills in creativity and critical thinking further.
- Staff sometimes carry out simple tasks for children and do not always promote their independence and social skills to the very best extent.

## What the setting needs to do to improve further

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

- extend the opportunities for children to think critically and creatively during daily activities and discussions
- build on the daily opportunities that enable children to develop their independence and social skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the playgroup manager. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the playgroup manager, the nominated person and other committee members. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of staff and committee members.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Kelly Eyre

## Inspection findings

### Effectiveness of the leadership and management is good

The manager uses her qualification effectively and has improved the procedures for supervising staff. She is well supported by the management committee, who now offer her regular supervision. Arrangements for safeguarding are effective. Staff and committee members are aware of how to report concerns about children's welfare. They have worked together to successfully address the actions from the previous inspection. All committee members now undergo appropriate suitability checks and all staff and committee complete regular safeguarding training. Staff conscientiously evaluate their work and continue to make improvements. The manager has a good understanding of children's needs and makes effective use of additional funding. Staff work well with other childcare providers so that children move smoothly between settings.

### Quality of teaching, learning and assessment is good

Staff plan activities well so that these promote children's involvement. For example, children playing with farm animals are captivated as a staff member pretends to talk for the animals. The children build bridges for the animals and place them on coloured fields. These activities promote children's understanding of nature and their ability to use positional language. Staff make good use of children's experiences as a way of extending their learning. After noting children talking about their new shoes, staff introduced a shoe gauge. The children compare sizes and make a written record of these, thus helping to develop their use of numbers. Staff confidently enable children to take the lead in activities and this is just one way, they promote children's skills in exploring. Children become engrossed as they mix everyday items in a container and note the reaction. They then look up further experiments and explore static electricity with balloons.

### Personal development, behaviour and welfare are good

Staff work well with parents and gain a good understanding of children's needs. Children settle well, responding to caring staff and build warm relationships with them. Staff have completed training and work as a team to review their behaviour management strategies. These are now consistently implemented and staff work sensitively with children, helping them to understand and manage their behaviour. Children enjoy activities, such as completing obstacle courses to support their physical development. Staff work with children to review activities, helping them to understand their learning and to recognise their progress. This sensitive interaction promotes children's confidence and positive attitudes, thus building on their emotional stability, in readiness for school.

### Outcomes for children are good

Well-implemented improvements mean that all children now make good progress. Staff support children well and help them develop skills that underpin their learning and prepare them for school. Staff make good use of specific programmes, such as small-group activities, supporting children to extend their vocabulary. This means that children who have special educational needs and those who speak English as an additional language make good progress in developing their language skills.

## Setting details

<b>Unique reference number</b>	EY309643
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	1031384
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Bumble Bees Playgroup Committee
<b>Date of previous inspection</b>	20 October 2015
<b>Telephone number</b>	01525 853333

Bumblebees Playgroup was registered in 2005. The playgroup employs 12 members of childcare staff. Of these, nine hold qualifications at level 3 or above, two hold appropriate early years qualifications at level 2 and one staff member is working towards a level 2. The playgroup opens from Monday to Friday, during term time only. Sessions are from 8.50am to 11.50am and from 12 noon to 3pm. The playgroup provides funded early education for two-, three- and four-year-old children. They provide care for children who speak English as an additional language and those who have special educational needs.

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