

# Bambi Playgroup Ltd

The Magdalene Centre, Catherine Street, Winton, M30 8JD



## Inspection date

14 February 2017

Previous inspection date

6 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection the experienced provider, who is also the manager, has made many positive changes. She uses feedback obtained from staff, parents and children to continue to raise quality and make ongoing improvements.
- Teaching is good. Highly qualified staff use their knowledge and experience generally well to promote children's progress across all areas of learning. Challenging and interesting activities meet the needs of all children and motivate them to learn.
- Children learn good social skills. Staff interact with children with warmth, enthusiasm and care. They place great importance on developing children's confidence and emotional security. Children are well mannered and behave extremely well.
- Staff value parents' input and involvement in children's learning. A regular two-way flow of information is shared to ensure that children's progress is supported well.

### It is not yet outstanding because:

- Staff training is not sharply focused or fully evaluated to measure the impact on their performance and outcomes for children.
- Staff have not yet developed highly effective relationships with school teachers to further support all children's move to school.
- The manager does not yet use information from the assessments of the progress of different groups of children, including those in receipt of additional funding, to inform future planning.

## What the setting needs to do to improve further

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

- focus staff training more precisely and review the impact of training that further raises the quality of practice and outcomes for children
- strengthen links with local schools and further support all children with their move to school
- extend systems for using information about the progress of different groups of children and use the information to inform future planning.

### Inspection activities

- The inspector completed a tour of the playgroup.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the provider/manager, staff and children at appropriate times during the inspection.
- The inspector completed an evaluation of teaching with the deputy manager.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies, procedures and self-evaluation, and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of parents during the inspection.

### Inspector

Layla Davies

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager has good awareness of child protection issues. She ensures that staff keep abreast of any changes to safeguarding policy and practice. This contributes towards children's welfare. A secure entry system prevents unauthorised access to the playgroup. Recruitment procedures are robust. Staff are thoroughly vetted to ensure they are suitable to work with children. Risk assessments are completed by staff. This helps to keep children safe. Staff check equipment each day. They arrive early to transform the hall into a stimulating environment that captures children's interests. The manager supports staff through supervision meetings and observations of their practice.

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

Staff share activities and songs with parents. This helps them to extend children's learning at home. Children develop good writing skills. Older children capably draw recognisable shapes on a large white board and skilfully draw around their hands using chalk. Staff encourage counting and number recognition, and younger children build with blocks and complete puzzles. Staff provide a variety of experiences to support children's creativity and imagination. Boys enjoy role play and dress up as police officers. Girls enjoy playing with dough. They use tools to manipulate the dough into cakes and sausages. Staff question children well as they play. They capably think about their responses before answering purposeful questions. This helps them to develop excellent thinking and speaking skills.

### Personal development, behaviour and welfare are good

The environment is inviting and organised well. Toys and equipment are all accessible to children. This helps them to make independent choices and lead their own play. Children arrive happy and are greeted by their key person. This helps them to make a smooth transfer from home. Furthermore, staff collect photographs of children's family members. This helps children to gain a sense of belonging as they settle in. Children's physical health and well-being are supported well. The outdoor facilities are excellent. Children delight in playing active games and taking well-supervised risks as they climb and balance outside. Staff support children's awareness about growth and nature. They particularly enjoy planting in the allotment and grow strawberries, onions and leeks.

### Outcomes for children are good

Children make good progress in readiness for the next stages in learning and school. They are confident and curious learners who are eager to play and explore. Children develop strong communication and language skills. They talk happily and confidently communicate their likes and preferences. Children behave very well. They are considerate of others and play cooperatively together. They understand the routines of the day and tend to their self-care. For example, young children independently wipe their noses and promptly place the tissue in the waste bin.

## Setting details

<b>Unique reference number</b>	EY439432
<b>Local authority</b>	Salford
<b>Inspection number</b>	1048160
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	40
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Bambi Playgroup Limited
<b>Registered person unique reference number</b>	RP522187
<b>Date of previous inspection</b>	6 April 2016
<b>Telephone number</b>	07584 285976

Bambi Playgroup Ltd was registered in 2011. The playgroup employs two members of staff, including the provider/manager. Both staff hold appropriate early years qualifications at level 5. The playgroup is open Monday to Friday from 9.15am to 12.15pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

