

# Little Bluebells Playgroup & After School Club



Hockliffe Lower School, Woburn Road, Leighton Buzzard, LU7 9LL

<b>Inspection date</b>	1 March 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 is a positive role model for her staff. She demonstrates a strong commitment to providing a high-quality provision.
- Children participate in a good range of interesting activities, which support all areas of their development. They make independent decisions about their choice of play and move freely between the indoor and outdoor environments.
- Staff effectively support children with identified needs. They work closely with parents and other agencies to develop an in-depth understanding of each child's needs.
- Channels of communication between the parents and staff at the adjoining school are good. This promotes a consistent approach to support children's care and development.
- Children develop strong attachments to the staff who are caring and attentive to their needs. This enables children to explore their environment with confidence and ensures their emotional well-being is supported.

### It is not yet outstanding because:

- Some adult-lead activities are not always challenging for the older or most able children.
- Staff do not make best use of the local community to broaden children's understanding of the wider world.

## What the setting needs to do to improve further

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

- develop activities to further promote learning opportunities for older or most able children, in order to increase the potential for them to make more rapid progress
- strengthen opportunities for children to learn about the local community and diversity of the wider world.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke to staff and children during the inspection.
- The lead inspector completed a joint observation with the playgroup manager.
- The inspectors held a meeting with the playgroup manager and provider. They looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The lead inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspectors

Ann Austen / Naomi Brown

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Recruitment and induction procedures are secure. The management and staff team maintain a safe environment and are secure in their child protection knowledge. They know what to do if they have any concerns about a child. Staff benefit from effective supervision and regular professional development opportunities. This is used successfully to gain a greater insight into staff skills and any gaps in their knowledge. The manager proactively reflects on the effectiveness of the provision. This enables her to continually identify and implement targets for improvement. For example, further development of the outdoor area is planned.

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

The manager and staff follow effective procedures to observe, access and track children's progress over time. This enables them to identify and tackle any gaps in their learning in a timely manner. Staff know the children well and successfully build on their interests as they play. Children explore materials. For example, they manipulate dough and immerse their hands in shaving foam. Children enthusiastically use chalks to make marks on the paving stones. During planting activities children successfully develop their hand-to-eye coordination skills as they learn how to use tools to carefully transport soil into their plant pots. Older children learn how plants need water and sunlight to grow. Staff use visual aids to help younger children and children with identified needs to develop their early speaking skills. Children listen to stories and show an interest in the illustrations on each page.

### Personal development, behaviour and welfare are good

Staff take time to find out about children's personal care needs and stage of development at the start of the placement. All children are appointed a key person. This effectively supports the sharing of information and continuity in children's care and development. Children behave well. They learn to share, take their turn and why it is not appropriate to run indoors. Children enjoy being physically active in the fresh air. They enthusiastically manoeuvre wheels toys, splash in muddy puddles and excitedly clean the dirty cars. Staff teach the children good hygiene practices, such as washing their hands before eating. Children enjoy a healthy balanced range of foods and meal times promote good social skills.

### Outcomes for children are good

All children, including children in receipt of early years pupil premium and children with identified needs make good progress in relation to their starting points. They learn many skills to support their readiness for school. Children are sociable, make friends and successfully develop their independence. They put on their coats before going outside and manage their self-care skills well. Older children communicate with confidence. They hold a conversation and successfully use language to describe what they are doing during imaginary role-play activities. Children solve problems during construction activities and are encouraged to count. Older children use mathematical language, such as big and small as they compare different objects.

## Setting details

<b>Unique reference number</b>	EY500435
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	1055107
<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>	12
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Bluebell Childcare
<b>Registered person unique reference number</b>	RP901206
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07891377581

Little Bluebells Playgroup and After School Club was registered in 2016. The playgroup and after school club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time only. Sessions are from 9am to 12 noon and from 12.15pm to 3.15pm. The afterschool club runs from 3.30pm to 6pm. The playgroup provides funded early education for three- and four-year-old children and supports children with special educational needs and/or disabilities.

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