

Bluebell Playgroup And After School Club



Bluebell Childcare, Southcott Lower School, Bideford Green, Linslade, Bedfordshire, LU7 2UA

Inspection date	27 November 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff are confident and use good teaching techniques. They accurately assess children's progress and understand their interests and needs. Children participate in interesting activities that support them in developing their knowledge and skills.
- Staff support parents well in extending their children's learning. For example, they lend packs of resources that support simple activities to try at home.
- Managers and staff complete further training and use their qualifications well, putting any new knowledge into practice. Children now make further independent choices about their play and staff intervene appropriately to help extend this.
- Children mirror the positive attitudes displayed by staff. They show respect for one another and a mature approach to organising their play and solving any disputes. This supports them to interact positively in school and in wider society.
- The manager monitors children's progress well and quickly addresses any weaker areas. Staff now offer children more opportunities to see written numbers and develop their use of these, such as using tape measures to measure the size of building blocks.

It is not yet outstanding because:

- Staff do not consistently offer children opportunities that help them develop their skills in making marks and writing.
- Staff do not consistently work as effectively as possible with other childcare settings that children attend to ensure that children's development is always fully promoted.

What the setting needs to do to improve further

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

- enhance the opportunities that support children in making marks and writing
- build on the opportunities to work more effectively in partnership with all other childcare providers that children attend.

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 talked with staff and children at appropriate times throughout the inspection. She completed a joint observation with the playgroup manager.
- The inspector held meetings with the financial manager and with the playgroup manager, who is also the nominated person. She looked at relevant documentation, discussed the playgroup's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kelly-Anne Eyre

Inspection findings

Effectiveness of the leadership and management is good

The manager uses his qualification well to offer staff practical supervision and to aid him in evaluating the work of the playgroup and the after-school club. He works with staff to make improvements. Recent changes include improved activity planning that supports staff in responding quickly to children's interests and developmental needs. Arrangements for safeguarding are effective. Staff complete regular training in this area and ensure that they maintain a clear knowledge of the possible threats to children's welfare and well-being. They demonstrate a good understanding of the process for reporting any concerns to the relevant agency.

Quality of teaching, learning and assessment is good

Staff interact well with children and encourage them to think further. For example, a staff member wonders how children can make their paints a lighter colour. Children work out that they can mix white paint into these. They then become engrossed in making a range of colours. Staff make resources and use these as a way of promoting children's learning. For example, children name the letter on the top of a container. Their learning is reinforced as they eagerly name the items inside, noting that they all start with that letter. Children become independent learners. For example, they enjoy playing with toy dinosaurs and then help themselves to reference books, where they look at the names of the dinosaurs and discover where they lived. Children attending the after-school club have opportunities to relax and socialise with their friends. These times are well balanced with opportunities to engage in stimulating activities that support their formal learning.

Personal development, behaviour and welfare are good

Staff work well with parents. They use practical procedures to gather clear initial information about children's needs and interests, using this information to help them settle. Children quickly build secure bonds with their key person and other staff. They gain a good understanding of how to keep themselves healthy. For example, they run around in the fresh air and note how this has made them feel warmer and their hearts beat faster. Children enjoy many activities that support their physical development. For example, they develop control and balance as they learn to run up the slope outside and come down carefully. Children enjoy group discussions where they talk about what they have been doing and celebrate their achievements. These discussions aid children in reviewing their own learning and help to build their confidence and self-esteem.

Outcomes for children are good

All children are making good progress and developing the skills that underpin their learning and prepare them for school. They readily organise their independent play and also enjoy working in groups. For example, children play a game where they explore concepts, such as 'in and out' and 'long and short'. They then measure each other and compare heights. These activities also support children who have special educational needs and/or disabilities and children who speak English as an additional language, helping them to communicate and develop their social skills.

Setting details

Unique reference number	EY500433
Local authority	Central Bedfordshire
Inspection number	1117358
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	25
Name of registered person	Bluebell Childcare
Registered person unique reference number	RP901206
Date of previous inspection	Not applicable
Telephone number	07710810479

Bluebell Playgroup And After School Club re-registered in 2016. The setting employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and eight hold qualifications at level 3 or above. The playgroup opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and from 12.15pm until 3.15pm, with the option of a lunch club in between these sessions. The after-school club operates each day during term time. Sessions are from 3.30pm to 6pm. The playgroup provides funded early education for three- and four-year-old children. The setting provides care for children who have special educational needs and/or disabilities and for children who speak English as an additional language.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

