

# Inspection of Bunyan Playgroup

Kempton West Methodist Church, High Street, Kempston, BEDFORD MK42 7AL

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Inspection date: 27 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and settled at the playgroup, and they separate from their parents confidently at the door. They are warmly greeted by staff, who support them to hang up their coats. There is a clear bond between staff and children, which helps them to feel safe and secure.

Children make good progress in all areas of learning. They eagerly explore their environment and become engaged in a wide variety of activities, which are based around their interests. Children enjoy making 'tea' in the water activity tray. They build strength in their hands as they pour the tea from teapots into cups. They explore the different scents of lemon and orange slices to flavour the tea. Children learn to express themselves during music sessions. They use a beater to make sounds on a drum. Staff link the sound to emotions as they tell the children, 'the drum makes an angry sound.' Children develop their listening skills, as staff use 'stop' and 'go' signs for the children to stop and start playing the musical instruments.

Children learn to be independent. They select their own snack and pour drinks for themselves. Children know how to keep themselves healthy. For example, they wash their hands and wipe their noses and put tissues in the bin. This supports children to be prepared as they move on to school.

## **What does the early years setting do well and what does it need to do better?**

- The provider is aware of the impact that the COVID-19 pandemic has had on children's development, particularly in relation to their personal, social and emotional skills. Leaders have designed the curriculum to fully support children to build on these skills. For example, children attend small group activities, which helps to build their self-esteem. Staff play games that help children to learn skills such as turn taking. Staff read the 'Colour Monster' story to children, and they link colours to different emotions. This helps children to explore and understand their emotions.
- Children have lots of opportunities to develop their physical skills. The provider has worked hard to develop the garden to fully support children who prefer to learn outside. Exciting climbing equipment supports children to build strength in their muscles as they climb ladders and steady themselves going down the slide. Children use tyres and planks of wood to make a balance beam and giggle as they walk along.
- Children are familiar with the daily routines. They listen out for the bell to indicate that snack time has started. They know to wash their hands before mealtimes. However, some transitions, such as preparing children for lunch, are not organised effectively. This leads to some children becoming distracted and

unsettled.

- Parents speak highly of the setting. They are kept up to date with their children's learning and development. Staff provide daily feedback and use an online platform to post pictures and comments about the activities the children have engaged in. Parents appreciate the support that staff provide. They comment that 'their children make good progress with their confidence and concentration' and state that they would 'highly recommend this service'.
- The provider has some resources that support children's understanding of technology. They have shared information with parents about online safety. However, staff do not currently consider opportunities to develop children's understanding of how to keep themselves safe online.
- Children with special educational needs and/or disabilities are well supported. The special educational needs coordinator works closely with a wide range of external professionals to ensure that children are assessed and have access to the support they need. Staff implement a wide range of strategies, such as one-to-one support and small group work, to assist children with their listening and attention. This helps children to make good progress from their starting points.
- Leaders have thorough recruitment processes in place to help ensure that staff are suitable to work with children. Staff are supported with supervision sessions and receive regular training opportunities to further develop their skills. A mental health first aider ensures that staff well-being is looked after. Staff achievements are recognised by leaders and the committee, which keeps staff morale high.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the setting's safeguarding policies and procedures. Leaders ensure that staff keep their knowledge up to date through regular discussions and training. Staff have a good understanding of what steps to take if they have concerns about the welfare of a child. They can identify the signs or symptoms of potential abuse and/or neglect. Staff are clear about how to report a concern or allegation against another member of staff. They carry out daily risk assessment to ensure the environment is safe for children. There is effective deployment of staff to ensure that children are well supervised as they play.

## What does the setting need to do to improve?

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

- review and improve the organisation of transitions during the day to minimise disruption as children move from one activity to another
- develop opportunities to support children's understanding of online safety.

## Setting details

<b>Unique reference number</b>	219101
<b>Local authority</b>	Bedford
<b>Inspection number</b>	10263478
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Bunyan Playgroup Committee
<b>Registered person unique reference number</b>	RP517122
<b>Telephone number</b>	01234 300532 & 07944 630369
<b>Date of previous inspection</b>	3 May 2017

## Information about this early years setting

Bunyan Playgroup registered in 1996. The setting employs eight members of childcare staff. Of these, five hold an appropriate early years qualification at level 3 or above. The playgroup opens from Monday to Friday, during term time only. Sessions are daily, from 9am to 3pm. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emily Woodhead

## Inspection activities

- This was the first routine inspection the playgroup received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the provision.
- The managers joined the inspector on a learning walk. They talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and discussed children's progress with staff.
- The manager and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff files and safeguarding documents.
- The inspector spoke to parents during the inspection and took account of written feedback provided.

We carried out this inspection 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.

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