

Inspection of Three Bears Playgroup

Wilkinson Drive, Kesgrave, Ipswich, Suffolk IP5 2ES

Inspection date: 27 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed upon arrival and quickly settle at the playgroup. Their independence is increasing through the many opportunities they have to do things for themselves during the day. For example, children put on their own coat and shoes when they go outside, and pour their milk from the jug at snack time. They are happy and have good friends, enjoying each other's company. Children have very close bonds with the staff, especially their key person.

Children behave very well. They are curious and have a positive attitude to learning. Staff talk to children about emotions, so that they can recognise their feelings, and those of others. Children love to re-enact stories and are extremely animated. They use the emotion spoons and act out how each one feels. Children enjoy looking at books about emotions. They show staff how red the 'angry page' is, as they excitedly show an angry face. Children play cooperatively and are kind and help each other. For example, during yoga, when a child struggles to balance on one leg, the child beside him holds his hand to help him. Children show pride as staff regularly praise them, which helps them to feel valued.

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

- Staff are very respectful towards children. When they talk to them, they are genuinely interested in their responses. Every child has an allocated key person, who knows their group of children extremely well. The key person is responsible for planning their group's curriculum, based on each child's interests and their stage of development. However, children tend to stay with their key groups and spend most of the time with the same children. Quieter children, who are often grouped together, do not benefit from being with more confident children. This means that their social interactions are not fully enhanced.
- Staff work well with other professionals, such as speech and language therapists, to help children make good progress in their learning. The special educational needs coordinator is knowledgeable in implementing strategies and interventions, which are monitored and shared with staff and parents.
- Staff promote children's language and communication development in several ways. For example, if children mispronounce a word, they repeat it back to them correctly. Staff introduce new words and explain what they mean, extending children's vocabulary. They use books and singing, both of which children really engage in well, independently and led by an adult.
- Staff encourage children to think critically and make their own decisions. For example, a child decides that he would attach his bird feeder to the fence rather than hang it in the tree. He independently gets some tape and attaches his feeder, and is very proud of his achievement.
- Snack and lunchtimes are social occasions for the children. They sit together,

supported by a member of staff, and join the conversations. This helps children to learn about turn taking and listening. Physical development is very well supported. Children love being outside. They eagerly dig for the toy bones hidden in the mud, and are delighted when they discover one.

- Staff plan for children to participate in different celebrations, especially those that are meaningful to the families. For example, when families celebrate Diwali, parents come into the setting to talk to the children and show them their traditional clothes. Children develop an understanding of the world. They learn about gardening as they plant various vegetables and learn how they grow.
- Partnerships with parents are very effective. Staff place a lot of emphasis on ensuring that they engage well with parents. For example, children like to take 'Gino' the toy giraffe home in a bag with a book. Parents can add a recipe and a photo of what they have made at home for the children to show their friends.
- The staff team work very well together. The manager and deputies meet once a week to reflect on what is working well and what needs improving. Staff training needs are identified through regular supervisions, which are also an opportunity for the manager to support staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

All staff demonstrate that they recognise the signs of potential abuse and neglect. Staff complete training to keep themselves up to date with wider safeguarding knowledge, such as radicalisation. Staff meetings are used to discuss safeguarding and allow for professional discussion. Staff understand the procedures to follow if they have a concern about the suitability of a colleague. There are contact numbers, both in the entrance and in the office, for easy reference should staff need to make a referral to the local authority. The robust recruitment procedures help to ensure that staff working with children are suitable.

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 key-group activities to ensure that children know they can choose to join other groups, and encourage them to play with a wider range of children.

Setting details

Unique reference number	EY300030
Local authority	Suffolk
Inspection number	10276297
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	45
Name of registered person	Kesgrave Three Bears Playgroup Committee
Registered person unique reference number	RP525247
Telephone number	01473 635255
Date of previous inspection	11 July 2017

Information about this early years setting

Three Bears Playgroup registered in 2004. The playgroup employs 10 members of childcare staff. Nine staff hold appropriate early years qualifications at level 3 or above, including the manager who has early years professional status. The playgroup opens from Monday to Friday during term time only. Sessions are from 9am until 3.30pm. The playgroup provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Emily Holt

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 provider and has taken that into account in their evaluation of the provider.
- The provider and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children during the inspection.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023