

Inspection of Bluebell Playgroup And After School Club

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

Inspection date: 12 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 excitedly separate from parents and carers at the main door. They know to hang their bags on their photo-labelled pegs and move into the main room. Children quickly become engaged in activities. They find their friends and enjoy playing and creating games together. For example, children play at the doll's house. They take trips around the playgroup together in the 'dolly cars', laughing as they move around the other cars on the track.

All children play well together, regardless of age. Staff successfully help older children to understand how they need to adapt play to support younger children. For example, at the indoor slide, older children wait for the younger children to climb up the ladder slowly before continuing their faster game. Children have strong attachments and relationships with the staff team. They seek them out for physical comfort, when required, and actively invite them to join in their play.

Children's behaviour is good. Children are kind to each other and enjoy sharing toys. As younger children learn to take turns, staff support them at activities. For example, staff play games with children that require them to take turns.

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

- The playgroup garden provides children with a wealth of opportunities to develop their physical skills. Children enjoy riding bicycles down the small ramp, developing their balance skills. Up on the high bank children access the large art hut. They explore the wide range of mark-making resources, making large and small creations. Different climbing equipment allows children to develop their climbing skills. Staff support children to manage risks independently.
- Staff and the management team have worked hard to create a curriculum to meet the needs of all the children who attend. Staff build on the skills children already have and allow them time to practise. However, staff do not always gain information about children's development from parents before children start. This limits the knowledge they hold about children starting at the playgroup.
- All children within the playgroup make good progress, regardless of their age and stage of development. Staff plan activities using children's interests, and these are accessible to all children. Staff support children with special educational needs and/or disabilities (SEND) well. Staff work closely with professionals and parents to ensure that targets and next steps are well planned and consistently supported, both at home and nursery. They understand the importance of early intervention, and referrals are made in a timely manner. Parents commend the staff on the work they do with children with SEND.
- The manager has reflected on the way in which the playgroup works with other settings. Staff at the playgroup communicate both by telephone and by

communication books. This ensures that information is shared quickly and consistency remains in place for children. The manager works closely with local feeder schools. Staff provide transition documents to schools to share development information. Visits to the playgroup allow key persons to share more holistic information with schools. The playgroup does not, however, always seek feedback from the schools to enable them to adapt their curriculums as required.

- Parents highly recommend the playgroup. They talk of the friendliness of staff and how approachable they find them all. Parents comment on how their children talk about the staff and their enjoyment of attending the playgroup. Parents feel they receive a wealth of information about children's development and are part of their children's learning journey.
- The manager and staff team reflect on practice and the playgroup layout regularly, making changes as needed. For example, staff notice that the allotment in the garden area is not being accessed by children. Staff have begun to change it to a sensory and wildlife garden, which children can freely access. Staff at the playgroup feel well supported by the manager and owner. They complete regular training and embed this into their practice.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of safeguarding. They are confident when talking about the signs and symptoms of abuse and the recording and reporting procedures for the playgroup. Staff are confident to report any concerns they may have about children or staff members to other professionals outside of the playgroup. Staff complete regular refresher training to ensure their knowledge remains up to date, as well as providing regular discussions during supervision meetings. Staff are aware of the wider, localised issues that might impact children within their care. The owner ensures the ongoing suitability of all staff.

What does the setting need to do to improve?

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

- gather even more information from parents to help identify children's starting points when they first join the playgroup
- strengthen feedback gathering from local feeder schools to support the playgroup to embed a purposeful curriculum.

Setting details

Unique reference number	EY500433
Local authority	Central Bedfordshire
Inspection number	10289471
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	0 to 4
Total number of places	28
Number of children on roll	45
Name of registered person	Bluebell Childcare
Registered person unique reference number	RP901206
Telephone number	07710810479
Date of previous inspection	27 November 2017

Information about this early years setting

Bluebell Playgroup And After School Club re-registered in 2016. It is located in Linslade, Bedfordshire. The setting employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and seven hold qualifications at level 3 or above. The playgroup opens from Monday to Friday, during term time, from 8.45am until 11.45am and from 12.15pm until 3.15pm, with a lunch club in between these sessions. The after-school club operates each day, during term time, from 3.30pm to 6pm. The holiday club runs from 8am until 5.30pm, each day, during school holidays. The playgroup provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the provider 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 manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between the staff and children.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- 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.

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