



Bumble-Bees Pre-School

Inspection report for early years provision

Unique Reference Number	EY281485
Inspection date	06 July 2005
Inspector	Anne Archer
Setting Address	The Kingsway Centre, Kingsway, Wellingborough, Northamptonshire, NN8 2PD
Telephone number	07973 933630
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Registered person	Bumble-Bees Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Bumble-Bees Pre-School opened in 2004. It operates from the Kingsway Community Centre in Wellingborough, Northamptonshire. The community centre consists of a large central hall, separate kitchen, toilets and storage areas. There is space available for outside play. A maximum of 26 children may attend the pre-school at

any one time. It is open from 09:30 to 12:00 on Monday to Friday, during school term time only.

There are currently 33 children from 2 to under 5 years on roll. Of these 22 children receive funding for nursery education. Children attend from the local area. The pre-school supports children with special educational needs and children for whom English is an additional language.

The pre-school employs five regular staff, two of whom hold appropriate early years qualifications to NVQ level two. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from infection as staff adhere to appropriate hygiene procedures. This encourages children to begin to understand and adopt simple personal hygiene routines. Staff are qualified to administer first aid if a child has an accident and records, signed by the parents, are kept. However written parental consent is not requested before medication is administered nor are records of administration kept. These omissions affect the way in which the pre-school promotes and protects children's health.

Opportunities for children to develop their physical wellbeing while enjoying the freedom of outside play are limited at present due to the security and safety of the outdoor area. While activities to promote children's physical health are provided in an area of the play room, these are not always managed sufficiently well to enable children to benefit from them.

Children enjoy varied snacks and drinks and staff take care to ensure individual dietary needs are catered for, in order to maintain children's welfare and respect parents' wishes. Children are able to pour themselves a drink of water at any time in order to meet their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure environment where risks of accidental injury are minimised because staff are vigilant and there are procedures in place, such as written and visual risk assessments and detailed fire safety measures, to reduce potential accidents. Children develop an understanding of how to keep safe, for example, when staff explain why they must not balance on two legs of a chair.

A varied range of equipment suitable for the ages of children attending is stored safely within the building. Some pieces are selected each day by staff to present as activities for the children. However, children do not have sufficient independent

access to toys and resources to meet their individual needs.

Staff understand how to record and refer any child protection concerns they may have and senior staff are aware of local procedures, ensuring that children's welfare and safety is promoted.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Although children receive a friendly welcome into the pre-school by staff, they lack enthusiasm and do not show curiosity about the activities available to them. Few children understand the pre-school routines resulting in registration and story times being disrupted by children wandering in and out of the area. The planning of activities revolves around the Foundation Stage curriculum and no provision is made for the large number of children who attend who are under three years of age. Children are not stimulated or interested by the good quality resources and toys because of the unimaginative way in which they are presented to them. Generally children's ideas are not extended by questioning nor are they challenged to solve problems as some adults appear to have low expectations of children's learning.

Nursery Education

The quality of teaching and learning is inadequate. Children make limited progress towards the early learning goals and there are gaps in all areas of children's learning. Practitioners have an incomplete knowledge of the Foundation Stage curriculum and although they have some interesting ideas for activities, they are not well organised, resulting in learning opportunities being missed. There is an assessment system in place but there is a lack of understanding by staff of how to use their observations and assessments to plan for the next steps in children's learning.

Whilst children are provided with opportunities to participate in group activities few children understand the concept of taking turns and sharing. Some children have a good awareness of colour, for example, during a board game with two children and one staff member the children were able to identify the different colour markings on the dice. There is little evidence of children being able to recognise or understand numbers although some children can recognise simple shapes. Writing materials are available for children at all sessions however, few children show an interest in mark-making during their play. Children have limited opportunities to learn to use tools, staff preferring to carry out the procedure for them. Whilst children show interest in songs and ring games they are sung and played so quickly that children find it difficult to keep up. Children are rarely able to use their imagination during creative activities as most are directed by staff and children do not have free choice of materials and resources.

Helping children make a positive contribution

The provision is inadequate.

Activities are provided to help children understand about the different cultures and beliefs within the community. Children from a variety of ethnic backgrounds and children with special educational needs attend the pre-school and whilst they receive additional support from staff, communication with parents and carers and the recording of information is not always sufficient to enable staff to have all the relevant information required to meet children's needs sufficiently.

Children do not develop a sense of belonging and do not appear aware of the rules and boundaries within the pre-school. They wander, some aimlessly showing little interest in the activities provided. Children do not develop patterns of good behaviour as positive methods are not consistently applied by staff. As a result children's spiritual, moral, social and cultural development is not fostered.

Partnership with parents is inadequate. Children do not benefit from a two way sharing of information between parents and staff because verbal comments are not recorded, resulting in information being lost that could be used when planning the next steps in children's development and learning. Parents do not receive information about the nursery education provision although they do receive a scrap book of their children's work when they leave the pre-school.

Organisation

The organisation is inadequate.

Although the organisation of space and furniture is satisfactory, activities are poorly presented and are not appealing to the children. The pre-school is working towards meeting staff qualification requirements and some staff members have a lot of experience of working with pre-school children but junior staff and volunteers do not receive adequate guidance about their roles and responsibilities in developing children's learning. There are, however, some examples of good practice between individual staff and children.

The leadership and management of the pre-school is inadequate. The systems in place for the organisation of the pre-school do not support children's care and learning and the policies and procedures do not reflect practice within the setting. Although staff discuss their practice at each session there is no clear system to monitor the quality of teaching or for staff appraisal. There is also no system to monitor or evaluate the provision of nursery education which means that the progress children make is inconsistent and overall the provision does not meet the needs of the children who attend.

Improvements since the last inspection

As a result of recommendations made at the last inspection a system of risk assessment of the indoor and outside play areas has been introduced and a safety chain has been fitted to the outer door. Both actions improve the safety and security of the children.

Written consent forms from parents are now in place to enable staff to seek or

administer emergency aid to children. However there are still no records of the administration of medication to children nor are written permissions or instructions obtained from parents to enable medication to be administered.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that all policies and procedures reflect current practice within the pre-school
- develop staff's awareness and understanding of effective ways to manage children's behaviour in a consistent manner, taking into account their age and stage of development.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- introduce a system to monitor and evaluate the quality of the nursery education provision and regularly review the progress made
- provide parents with information about the provision of nursery education and how they can be involved in their children's learning. Also ensure that any information parents share about their child's stage of development or progress is used when planning for the next steps in the child's learning
- improve staff's knowledge and understanding of how to plan effectively for

children's learning. Ensure that plans clearly identify what children are expected to learn from the activities provided and that they include how activities can be adapted for children of varying abilities. (Also applies to care).

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk