

Bumble-Bees Pre-School

Inspection report for early years provision

Unique reference number EY281485
Inspection date 23/09/2009
Inspector Melanie Eastwell

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Bumble-Bees Pre-School was registered in 2004. It operates from the Kingsway Community Centre in Wellingborough, Northamptonshire. The community centre is easily accessible and consists of a large central hall, separate kitchen, toilets and storage areas. The pre-school is open each week day from 09.30 am to 12.30 pm during school term-times.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 17 children aged from two to under five years on roll. The pre-school has a number of children with learning difficulties and/or disabilities.

There are four members of staff, two of whom hold early years qualifications and one is working towards a qualification. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Most aspects of children's welfare are promoted with success. Children are safe, secure and enjoy their time at the pre-school. They receive individual and sensitive support from the staff but the systems for planning for their individual learning and the observation and assessment of their progress have yet to be fully implemented. The sound partnership with parents ensures that the needs of the children are met well and they get any additional support they need. The pre-school has begun to develop systems for self-evaluation to identify areas of strength and to ensure that plans for future development are appropriately targeted.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a written record of complaints and their outcome (Safeguarding and promoting children's welfare). 09/10/2009

To further improve the early years provision the registered person should:

- develop the systems for the observation and assessment of the children to ensure the records made relate to each other in order to clearly show children's progression in their learning and development
- continue to develop the system of self-evaluation and quality improvement processes to extend effective practice and help improve outcomes for every child.

The effectiveness of leadership and management of the early years provision

Generally effective procedures ensure that children's safety is given priority. For example, the staff are thorough in their supervision of the free-flow of indoor and outdoor play and there are effective systems in place to manage the security of and entry to the building. However, a written record of complaints is not kept accessible on the premises. Children are safeguarded because the staff understand the importance of following the Local Safeguarding Children Board guidelines in the event of any child protection concerns and they have completed further training. The committee, manager and administrator follow appropriate procedures to ensure the recruitment and ongoing suitability of the staff and generally promote their development through access to relevant training and annual appraisals.

Generally appropriate systems are beginning to be implemented for self-evaluation which identify areas of strength and areas for continued development. The staff are keen to develop the reflective practice in the pre-school and have acted upon previous recommendations. However, this is an area that the setting has identified for further development. Children benefit from the sound partnership between their parents and the pre-school staff. For example, parents receive verbal feedback each day to ensure they are aware of how their child has been during the session and the activities they have enjoyed. The key workers ensure they are available to talk to parents at the beginning and end of the session particularly when new children are settling in.

The quality and standards of the early years provision and outcomes for children

Children are provided with a range of suitable activities that cover the six areas of learning. They enjoy the gentle interaction from the staff who generally engage them in their chosen activity. For example, children enjoying a hand printing activity. They respond to the member of staff who asks them questions about the textures and colours of the paint they are using. Basic written plans are in place that show activities covering the six areas of learning. The planning is done each week with input from all the staff and begin to identify specific activities for individual or small groups of children in order to promote their development. Children's interests begin to be implemented into the weekly planning and the key workers are aware of activities that assist children through the settling in process. Children's progress is recorded through a scrap book and tracker document. Key workers record regular, snippet observations, take photographs of the children engaged in their chosen activities and keep samples of their art and craft work that are prepared chronologically in scrap books. The tracker document is used to record children's achievements. However, the records in the tracker document are not consistently dated and do not refer to the evidence recorded in each child's scrap book and the records in children's scrap books are not consistently linked to the relevant areas of learning. Therefore, the evidence of children's progression in

their learning is fragmented.

Children are able to select their own activities from the suitable range set out by the staff and enjoy the regular opportunities for free-flow between the main room and the outside play area. Children's independence skills are generally encouraged. For example, they collect their own aprons for painting activities, choose when they come for their snack and from the selection of food provided and they pour their own drinks both at snack time and throughout the session whenever they are thirsty. Children benefit from the staff's gentle and sensitive interaction with them, they know the children well and begin to be able to anticipate their individual needs. For example, by providing individual support for their needs such as providing activities to help them separate from their parents and managing behaviour in appropriate ways. Children generally play well together in small groups. For example, some children in the home corner enjoy using a variety of utensils and equipment to 'make dinner' that is enthusiastically 'eaten' by a member of staff. Children explore different textures and smells through the addition of fruit tea bags being introduced to their home corner play. They feel the bags and tear them open, pouring the contents into the teapot, smelling the fruity aroma and spooning the leaves into a range of different cups and bowls. Children begin to learn about diversity. The staff treat them all as individuals and generally successfully cater for all their needs. A range of resources such as books, posters, dressing up clothes and cooking utensils promote children's awareness of the wider world.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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