



Bumble-Bees Pre-School

Inspection report for early years provision

Unique Reference Number	EY281485
Inspection date	01 February 2006
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Bumble-Bees Pre-School first opened as a community playgroup in 2004. It operates from the Kingsway Community Centre in Wellingborough, Northamptonshire. The community centre consists of a large central hall, separate kitchen, office, toilets and storage areas. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday during school term times from 09:30 to 12:00 with additional sessions on Mondays and Fridays from 13:00 to 15:00 when there is

sufficient demand.

There are currently 29 children from two to under five years on roll. Of these, 17 children receive funding for nursery education. Children attend from the local area.

The pre-school employs 7 staff, 4 of whom hold appropriate National Vocational Qualifications at level 2. There are two staff who are working towards a level 2 qualification and 3 staff are working towards a level 3 qualification. The pre-school is a member of the Pre-school Learning Alliance and 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 routines. This encourages children to begin to learn about and adopt simple personal hygiene routines such as washing and drying their hands before eating their snack and fetching a tissue to wipe their nose and then putting it in the waste bin. Children's welfare is safeguarded because staff attend first aid training and can administer treatment in the event of an accident. There are appropriate procedures in place if children are unwell. Children develop physical skills as they take part in daily indoor activities. For instance, they play on climbing equipment and enjoy peddling on trikes and bikes.

Children help themselves to varied healthy 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 benefit from a social atmosphere where table manners are encouraged as they sit together with a member of staff. Children are able to pour themselves a drink of water at any time throughout the session in order to meet their individual 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 climb up the slide.

A varied range of equipment, furniture and toys suitable for the ages of the children who attend is stored safely within the building. Staff ensure through careful supervision that all are safe and clean for the children to use. Children's well-being is safeguarded by staff's knowledge of local child protection procedures and their understanding of their responsibilities for the welfare of the children in their care.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well at the pre-school because they and their parents are warmly welcomed by staff. Children gain confidence from the relationships they develop with staff, volunteers and other children. Children begin to develop independence as they express their ideas during play using a range of resources which capture their interest. For instance children enjoyed building a space ship with building blocks. Staff have recently begun to use the 'Birth to three matters' framework when planning activities for younger children and are already seeing the benefits of having more appropriate learning criteria for these children. Children show most interest in the activities which are set out for them when an adult is on hand to offer appropriate support and encouragement.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have attended training on the Foundation Stage and receive helpful support from a local authority advisory teacher. This has enabled them to put into practise a well planned programme of activities. Children enjoy the activities on offer and most, with adult support, concentrate and persevere well to complete tasks. They sometimes initiate their own activity such as the child who preferred to paint a volunteer's hands rather than paint a picture at the easel. However, on occasions, staff still do too much for the children, such as preparing cut-out shapes for them in craft activities. This limits children's independence and the opportunity for them to be creative and experiment. Spontaneous observations are made of children's learning by staff and passed on to the child's keyworker to be recorded and analysed. Whilst individual activities are evaluated there is not yet a system in practice to ensure that learning outcomes are achieved.

Most children speak clearly and are able to express their needs. However, opportunities for children to develop their listening skills and increase their level of concentration, for instance while listening to stories, are limited as staff struggle to manage large groups of children. Children are learning to recognise their own name cards and a few children access the book corner and look at books by themselves or with an adult, but the majority of children have little understanding of how books work. Writing materials are available for children at all sessions but few children show an interest in mark making even during role-play situations such as a Chinese restaurant where they write down the customer's food order.

Some children can count to five as they play games, others do this with the support of an adult. There are few planned activities relating to mathematical development and opportunities to develop children's understanding of number and numerals during routines are missed. Children's physical development is catered for through a range of indoor activities. Children develop knowledge and understanding of the world when they participate in activities such as those relating to growth and life and when they learn about practices within cultures different from their own such as cooking with a wok to make Chinese food. Children develop mouse and keyboard skills when operating the computer and some children can operate the cassette

player.

Helping children make a positive contribution

The provision is satisfactory.

Children develop a sense of belonging as they form relationships with staff and their peers. Children settle quickly because staff take account of their different personalities and needs when welcoming them and encouraging them to try activities. Children begin to appreciate the diverse society in which we live through participating in activities about their own and other cultures and beliefs such as Christmas and Chinese New Year. Strategies have been adopted to help identify and support children with special educational needs.

On the whole children behave well and show an awareness of the rules and boundaries within the pre-school and are learning to take turns and share because staff are developing a more consistent approach to managing their behaviour. However, there are still some parts of the pre-school session that staff find it difficult to manage, such as story time, and so staff should continue to share good practice and build on the individual strategies that they find successful. Overall, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. On the whole children's care, welfare and development are promoted through positive working relationships and informal contact between parents and staff. All parents know their child's keyworker and share information with them about their child's needs. All parents receive an information pack about the day to day organisation of the pre-school including details of the nursery education programme and the 'Birth to three matters' framework. Regular newsletters inform parents of current topics and offer ideas about how they can support their children's learning at home. Parents and staff informally exchange information daily about children's development and parents are able to have a more formal discussion with their child's keyworker and look at their child's records at a coffee morning every six weeks.

Organisation

The organisation is satisfactory.

Children benefit from the improved organisation of space and resources and are able to make choices and develop their ideas as they play. The play room is divided into different work areas by the effective use of screens and staff support children during activities and allow them time and space to initiate their own learning. Children's care and welfare are safeguarded because documentation and record keeping are maintained as required and sufficient staff hold a current first aid certificate. Overall, the provision meets the needs of the children who attend.

Leadership and management of the pre-school is satisfactory. The chairperson of the parents' committee and the manager have clear aims for the continued improvement of the quality of care and education for children. These are shared with staff and

parents and are reflected in the pre-school's development plan. A system to monitor and evaluate the provision of nursery education is in the early stages of development and does not yet identify areas of weakness in the provision. A staff appraisal system has been introduced which includes monitoring of staff training needs.

Improvements since the last inspection

Care

At the last inspection the standard of care at the pre-school was judged as inadequate. The pre-school was asked to update all policies and procedures to ensure they reflect current practice and 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.

The Chairperson of the pre-school committee and staff worked on the policies and procedures during the summer to ensure that when the pre-school reopened in September they were updated and accurate. Some minor amendments have also been made since then. Staff have attended training on how to effectively manage children's behaviour and continue to put their learning into practice. The implementation of the pre-school's action plan is well underway with most actions successfully completed. This has ensured the quality of the care and nursery education is now of a satisfactory standard.

Nursery education

At the last inspection the quality of the nursery education was also judged as inadequate. The pre-school was required to introduce a system to monitor and evaluate nursery provision; improve staff's knowledge and understanding of how to plan effectively for children's learning and to improve some aspects of the partnership with parents.

Staff have received intense support from a local authority advisory teacher and a 'Birth to three matters' advisor and some staff have attended Foundation Stage curriculum planning training. Information provided to parents about the nursery education provision and the use of information provided by parents about their child's development has improved. Parents are regularly invited in to discuss their child's progress and are able to stay and help at sessions to increase their understanding of how their child learns. These measures have had an impact on the quality of nursery education which is improved. Children now make progress in their learning. Records that track children's progress towards the early learning goals are in place and are beginning to be used to inform planning. Systems to monitor the quality of the nursery education and its impact are in the early stages of development and do not yet ensure the needs of all children are fully met.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The

provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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 further the registered person should take account of the following recommendation(s):

- continue to build on staff training to ensure a consistent and developmentally appropriate approach to managing children's behaviour
- continue to take steps to meet the qualification requirements for the post of manager

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make provision for all children to participate in and make progress from the activities provided (also applies to care)
- develop children's learning opportunities in relation to reading and listening, mark making and all areas of mathematical development
- develop effective management systems to monitor and evaluate the provision of nursery education and its impact.

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