

Bumblebees @ St. Paul's

Inspection report for early years provision

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Inspection date

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Inspector

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Setting address

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Bumblebees St. Paul's is owned and managed by a limited company. It was registered in 2005. The setting offers a pre-school facility, which operates from a purpose built building within the grounds of St. Paul's C of E Primary School. It also offers a before and after school club facility, which operates from within the school building. The setting is situated in a residential area of Wigan in Lancashire. Children access a secure enclosed outdoor play area. The pre-school is open Monday to Friday from 8.45am to 3.15pm during term time. The before and after school club is open Monday to Friday from 7.30am to 8.50am and from 3.15pm to 6pm during term time. A holiday club also operates Monday to Friday from 8am to 5.30pm during the school holidays, except for at Christmas.

The setting is registered to care for a maximum of 32 children aged from three years to under eight years at any one time. The setting also offers care to children aged eight years to 11years. There are currently 101 children on roll, of whom 49 are under eight years. Of these, 41 are in the early years age group, of whom 32 receive funding for the provision of free early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are seven members of staff, including the managers, who work directly with the children. Of these, two hold a qualification at level 6 in early years, one holds a qualification at level 5 in early years and four hold a qualification at level 3 in early years. The setting receives support from the local authority. It has successfully achieved Healthy Early Years Setting Status, The Smile for Life Award and the Pledge Award, which is a quality award administered by Wigan Council.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The highly motivated managers and staff create a warm, welcoming and inclusive environment. The children make good progress because most areas of learning are covered very well. Strong emphasis is placed on the uniqueness of each child and plans made to provide appropriate experiences. The children's welfare is promoted well and all procedures relating to safeguarding are effective. The setting works in partnership with parents, carers and other agencies to promote good quality learning and development opportunities. Self-evaluation is thorough and plans are in place to develop practise further, demonstrating a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further activities that offer physical challenges.

The effectiveness of leadership and management of the early years provision

The managers ensure that procedures and policies for safeguarding the children's welfare are robust and implemented effectively. There is a rigorous recruitment procedure in place, which ensures all adults who are employed are checked for their suitability. The children are well protected through clear procedures and the staff's good understanding of child protection issues. The learning environment is safe and risk assessed. Procedures for emergency evacuation are good and efficient records of drills are kept. Staff are qualified in first aid and basic food hygiene.

The managers work well with their staff team to ensure that the extensive Equality and Diversity Policy is implemented effectively. This ensures all the children irrespective of their backgrounds and abilities are able to thrive and make progress. Children with special educational needs and/or disabilities and those who speak English as an additional language are supported well. Good partnerships with other agencies and the host school promote integration of care, and improved outcomes for children.

Resources are deployed well. Action plans are clear to secure further improvement. The managers and staff team are effective in identifying the strengths and weaknesses of the provision. Consequently, they drive improvements successfully and targeted plans for development are well prioritised. For example this includes developing further opportunities for activities relating to physical challenge. The pre-school has good open relationships with parents and carers and consults with them with regards to the running of the provision. Parents and carers comment very positively on the care and learning experiences offered, and the way in which they feel valued and supported.

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

The children's needs are well met in this positive environment where praise and encouragement predominate. They are observed effectively and assessments are made on a regular basis. Next steps for development are incorporated into the planning of activities across the six areas of learning. A very good balance of child-centred and adult-led experiences are provided. The planning of adult-led activities takes into account the children's interests. For example the children enjoy throwing number beanbags at a clown target as part of the circus topic. They enthusiastically count the spots on the beanbag to find their score. The children contribute "magic" items to go in the clown's magic box.

The children progress well in their learning and development and reach levels expected as they move into school. A significant number of the children need support to develop speaking skills. Well-qualified staff use techniques to effectively promote language development. Children enjoy experiencing unusual textures, such as sticky playdough and are encouraged to describe how the textures feel as they play. The children behave well and demonstrate an emerging awareness of

the needs of others. They learn about the wider world through the celebration of festivals and through resources that reflect difference and diversity.

The children feel safe in the setting and enjoy their learning. The younger children quickly become familiar with routines. They develop independence as they select their snack and pour their drinks. The children have a good understanding of personal hygiene practices and undertake toileting and hand washing independently. Clear policies exist to prevent the spread of infection and staff take appropriate action when children are ill.

The indoor and outdoor spaces are well maintained. Children have weekly visits to the school hall where they can participate in a range of large physical activities. However, the well-planned small outdoor area, does not lend itself well to activities that offer physical challenges, to regularly enhance children's developing skills. The indoor area fosters active learning and all resources are accessible to the children. The children enjoy exploring a collection of objects with different textures. One child explains, "This thing is all lumpy and bumpy. It feels nice." Such positive experiences support and help children develop skills for the future.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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