

# Bumbles Pre School

Inspection report for early years provision

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**Inspector**

Maria Conroy

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**Type of setting**

Childcare - Non-Domestic

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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

Bumbles Pre-school registered in 2011. It is a privately owned pre-school situated in Bedfont, in the London Borough of Hounslow. The pre-school operates from the Airport Church with access to a main hall, toilets and kitchen. There is a small secure enclosed area for children's outside play. The pre-school is open each weekday from 9am until 12 noon during school term time only.

The pre-school is registered on the Early Years Register. A maximum of 20 children in the early years age range may attend the pre-school at any one time. There are currently 13 children on roll in this age group. The pre-school is in receipt of funding for the provision of free early education for children aged three- and four-years. The staff support children for whom English is an additional language. There are five members of staff who work directly with the children; of these, four have an appropriate early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children are beginning to settle well and staff meet most of their learning and welfare needs. Staff are in the process of developing some of their systems and risk assessments do not yet cover all areas of the premises. The staff are working with the local authority to improve their practice, demonstrating sufficient capacity to maintain continuous improvement. However, they have yet to develop effective processes to regularly reflect on their own practice and self-evaluate. The procedure for observation of children's achievements is in its early stages and has yet to identify clearly the next steps for their development. Partnerships with parents are generally positive, though staff have yet to gain key words for those children who speak English as an additional language.

## What steps need to be taken to improve provision further?

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

- conduct a risk assessment that identifies aspects of the environment that need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment).

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the pre-school's strengths and priorities for development that will improve the quality of provision for all children
- analyse observations to help plan 'what next' for individuals and groups of children to further promote each child's continuing development
- obtain and display a list of words from children's home languages and invite parents to contribute to this process to further value children's linguistic diversity.

## **The effectiveness of leadership and management of the early years provision**

Children are generally well protected and safeguarded. The staff have a suitable knowledge and understanding of how to make a safeguarding referral, should the need arise. A written procedure is available to support practices. Staff visually check the areas used by the children. However, they have yet to undertake a detailed risk assessment of all aspects of the environment; as a result some hazards have yet to be identified, for example, the storage of toy boxes. This is a breach in a specific legal requirement. Recruitment procedures are generally suitable, for example, there are systems in place to check staff suitability, including Criminal Records Bureau checks. Consent forms are signed by parents to agree to procedures, such as seeking emergency medical treatment. This helps to ensure that the staff are aware of any specific requirements parents may have.

The staff are beginning to identify some areas for further improvement. However, they have yet to set up effective systems of self-evaluation that cover all areas of their practice. They work closely with the local authority development workers, who have set them some targets. In addition, some training has been attended in relation to planning. This demonstrates a positive attitude and a sound capacity to maintain improvement.

The staff have recently changed the room layout to provide more defined areas and to enable children to self-select the equipment more easily. For example, they are developing the creative area to enable children to self-select a variety of materials independently. Toys and resources are set out attractively to encourage children to engage and explore. Children can add to their play, for example, one child asks for money for her till and uses large threading buttons as an alternative. The staff find out about children's individual needs through observations during the first six sessions they attend. They also learn helpful information about the child such as their language, culture and festivals that are important to them. However, they have yet to devise systems for obtaining key words to support children who speak English as an additional language. The staff are beginning to provide suitable resources, such as books, to enable children to value differences within the community.

The staff have a generally positive relationship with the parents ensuring they meet each child's needs. Parents and staff share a brief update at the end of each

day. Staff are developing a notice board to enable parents to view the planned activities for their children. Parents receive invites to an induction day, during which they get to see the pre-school's policies and procedures and have an opportunity to see the daily routine in operation. Parents comment they are very happy with the care provided and they like the fact their child comes out happy after pre-school. The pre-school does not currently have any children who attend other settings. However, staff are developing close links with the local children's centres to ensure that information about their programme is available for parents.

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

The staff have a suitable knowledge of the Statutory Framework for the Early Years Foundation Stage. They are in the early stages of observing children and planning activities, which link to children's interests. However, they have yet to use the information effectively to identify children's next steps in learning and how they will support individual developmental needs.

Staff support children appropriately in their learning by taking part in their play. They ask open-ended questions and encourage children to think for themselves. Staff effectively model language as they interact with the children, thus promoting children's communication skills. Children enjoy listening to familiar stories, singing songs and taking part in action rhymes. They enjoy exploring different types of insects and dinosaurs using a magnifying glass to see all the details on each insect. Children are developing their mark-making skills as they draw pictures. They are becoming familiar with mathematical terms when they try to guess which shape the member of staff has drawn. Children really enjoy the home corner area, which enables their imagination to develop as they play with their new friends. All of which begins to promote the skills they require when they move onto nursery or school.

Children are developing a sense of security and belonging because the staff provide a warm and welcoming environment. They take part in fire drills, which teaches them how to get out of the building in the event of a fire. Children are beginning to learn to have a healthy lifestyle. They eat a range of healthy snacks, such as fruit and crackers. Children access the outdoor play area on a regular basis to help build positive attitudes to exercise and fresh air. They develop their physical skills as they use equipment like a slide. Children are developing their confidence and are learning to share, take turns and respect their friends. Staff act as positive role models in the way they speak to children. Staff encourage them to listen and follow simple instructions, such as helping to tidy up, so children develop useful social 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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