

Bumble-Bees Pre-School

The Kingsway Centre, Kingsway, WELLINGBOROUGH, Northamptonshire, NN8 2EN

Inspection date	10/10/2012
Previous inspection date	23/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children show good levels of independence, curiosity and imagination and demonstrate consistently positive behaviour and a willingness to support their peers.
- Practitioners have a strong awareness of how young children learn and they promote children's learning through play, discussion and group activities.
- Children's language development is well supported. Practitioners confidently help children to develop their vocabulary and language delay is dealt with early within the setting and involves the child's family.

It is not yet outstanding because

- Opportunities for children to learn how to use books are not extended beyond the book corner.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main hall and outdoor area.
- The inspector made a joint observation with the deputy manager.
- The inspector took account of the views of seven parents or carers, spoken to on the day.
- The inspector held a meeting with the registered provider and the setting supervisor.

Inspector

Anne Archer

Full Report

Information about the setting

Bumble Bees Pre-school was registered in 2004. It operates from the Kingsway Community Centre in Wellingborough, Northamptonshire. The premises are easily accessible and consist of a large central hall, separate kitchen, office, toilets and storage areas. The pre-school is open each weekday during school term times. It is open on Mondays from 9.15am to 12.15pm and from 12.45pm to 3.45pm. On Tuesdays, Wednesdays and Thursdays it is open for the morning session only.

The pre-school is registered on the Early Years Register and takes children from two years to under five years of age. Children may attend for a variety of sessions and the pre-

school provides funded early years education for three- and four-year-olds. There are currently 13 children on roll. The pre-school employs three qualified staff to work with the children and an administrator. Volunteer helpers also provide support. The pre-school staff receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support children's literacy further by encouraging their interest in books and how to use them, for example, by providing them in all areas of the pre-school.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's levels of learning, taking into account their starting points and capabilities, are good. Children are enthusiastic and keen to engage in the varied range of activities planned for them which are considerate of their learning needs, their current interests and what is happening in the community. The qualified staff group understand that children learn through play and support them in their activities. They encourage children to think about their safety as they use the ladder to reach the top of the climbing apparatus or fetch additional resources to support their role-play when they are playing on the imaginary building site. Children develop early writing skills by labelling their own work and practise emergent writing in a variety of situations. Children are generally secure in communicating their needs and preferences and where this is not the case, the staff work with the child and their family, and perhaps an outside agency, to provide support and encourage progress. Children have the opportunity to play outside throughout the year and as a result, their self-care skills are developing well. They find and put on their coats before going outside and take them off and put them back on the correct peg when they return.

Secure planning and monitoring across the seven areas of learning ensures that all aspects are included. Children enjoy the group story time at the end of the session, joining in with the storyline and taking turns to lift the flap on the large pages to find which animal is beneath. However, they do not as a matter of course use the broad range of books which are available during the earlier part of the session, either alone or with an adult. As a result, children's literacy skills may take longer to develop. Systems to assess children's starting points on entry are secure. Staff work closely with parents to establish initial targets. Parents receive termly reports and have an appointed interview with their

child's key person to discuss progress. Children's learning journals are available at any time for parents to look through and comment on. Parents are provided with ideas on how to support their child's learning at home and are invited to write a comment on the 'little stars' chart to share their child's achievements.

The contribution of the early years provision to the well-being of children

Children display high levels of confidence and self-esteem and show a strong sense of belonging within the pre-school. Parents report that their children are ready to come to pre-school up to two hours before it opens and are disappointed on the days they do not attend. Children are learning to co-operate with their peers, such as when a sand timer is requested to help two children to better manage taking turns.

Children usually settle well because they have arranged visits before they start to attend and become familiar with the staff and surroundings and also with the other children. For those children who are not yet independent with their toileting, there is a discrete area for nappy changing and staff offer unconditional help to those who need it. Children serve their own snacks and drinks. They have healthy choices and are encouraged to try the different foods including fruit which is available. Children are encouraged to take part in activities outdoors and the pre-school provides a free-flow system for part of each session so that those children that prefer to do their learning outdoors may do so. An awning provides shelter from the sun or rain.

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

Leadership of the pre-school is currently strong. The parent committee representatives are actively involved in the management of the setting. They, along with the manager, have accurately identified priorities for improvement through self-evaluation. There is an established, qualified staff team who pool their ideas to deliver the educational programme. Annual staff appraisals and regular meetings ensure that staff understand their roles and responsibilities and have an opportunity to discuss their personal development plans.

Systems established with the support of a local authority advisory teacher, ensure that through observation and assessment, children's learning is reviewed regularly and a tracking system is used to successfully monitor progress. Partnerships with other agencies and organisations are well established to support children who may require additional support to become ready for school. Parents views are sought regularly both informally through discussion and more formally through satisfaction questionnaires. Staff welcome their ideas and critique and encourage parents to play a full part in their child's learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY281485
Local authority	Northamptonshire
Inspection number	819980
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	13
Name of provider	Bumble-Bees Pre-School
Date of previous inspection	23/09/2009
Telephone number	07580065757

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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