

Bouncing Beans

Alderman Pounder Infant School, Eskdale Drive, Beeston, NOTTINGHAM, NG9 5FN

Inspection date

Previous inspection date

06/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- The thoughtfully planned playroom creates an enabling environment for children to promote their independence and to engage children in purposeful play. Children benefit from a wide range of play materials to support their learning and development.
- Practitioners are effective role models and relationships are strong at all levels. Children develop good behaviour, demonstrating respect for each other and play harmoniously together.

It is not yet good because

- There is scope to improve support for some children with particular needs because robust links with the local school have not yet been established.
- The effectiveness of the monitoring of children's progress and interventions is variable, this means gaps for children identified as being in need of additional support are not consistently targeted to ensure gaps are closing.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in free flow play.
- The inspector spoke with the manager and the other staff member at appropriate times throughout the observations.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children and the provider's documentation.
- The inspector spoke to parents of the children who attend the out of school provision.

Inspector

Tina Garner

Full Report

Information about the setting

Bouncing Beans was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the pod at Alderman Pounder infant school in Chilwell, Nottingham. The breakfast and afterschool club is owned and managed as a community interest company. The setting serves the local area. The provision is accessible to all children and there is an enclosed area available for

outdoor play.

The setting employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and the other holds an National Vocational Qualification at Level 2. The setting opens Monday to Friday during school term times. Sessions are from 7.30am until 9am and 3.15pm until 6pm. Children attend for a variety of sessions. There are currently 30 children on roll, five within the early years age range. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure more robust discussions take place with parents and school to improve partnership working, so that children's learning is consistently complemented and planned for in the setting.

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

- strengthen monitoring of children's progress and intervention to ensure gaps are narrowing for children identified as being in need of additional support.

Inspection judgements

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

Children are eager to attend the setting and motivated to learn. They have access to a variety of age-appropriate toys and resources to encourage them to make sound progress in their learning and development. Practitioners have a satisfactory knowledge of the prime and specific areas of learning. They are mindful that children have been at school all day and plan a range of adult-led and spontaneous activities to promote their learning through play. This ensures that children remain interested, stimulated and have fun. Children are becoming active learners as they freely move around selecting what they want to play with. This helps them develop good levels of independence and encourages their physical development. This is enhanced further due to the well-organised outdoor space which encourages activities, such as planting and growing, blowing bubbles and organised games of football. Children talk regularly and confidently with practitioners and each other and are happy and settled. Their early writing skills are developing well. They are encouraged to label their own work and practise making marks in a variety of

situations. For example, children enjoy completing 'dot-to-dot' pictures and colour pictures of snakes for Chinese New Year.

Practitioners implement the revised Early Years Foundation Stage Framework as they plan and provide interesting and challenging experiences that generally meet the needs of children and complement their learning in other settings. However, some children with particular needs are less well supported because of less robust liaison with the local school. This, along with variable information received from parents regarding children's learning at home, affects the practitioners ability to plan suitably challenging activities. As a result, these children are not supported to make best possible progress in their learning and development.

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

Children are settled, happy and engaged in their play. They are familiar with the routines, such as walking carefully from the host school to the club and once inside hang their coats on their pegs and settle quickly into their play. Warm and caring relationships between key workers and children are evident. Practitioners are positive role models of behaviour and attitude and children follow their example well. For example, children use good manners and are polite, remembering to say 'please' and 'thank you'.

Children's friendships formed at school continue at the club. They show they have learned to share, take turns, make friends and behave in an acceptable manner. They display a suitable awareness of responsibility within the setting. For example, children relish in opportunities to help practitioners by taking on roles as they help set the table in readiness for tea time. Children are learning to respect each other's differences. They have access to a range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences.

Children's health is appropriately supported. They enjoy spending time outdoors in the fresh air and take part in activities to develop their physical well-being. For example, they enjoy playing with hoops, skipping ropes and join in chasing games. They eat healthy snacks, such as tomatoes, cucumber and blueberries, and fresh drinking water is readily available. Meal time is a relaxed, social occasion when children sit together around the table to enjoy their food and each others company. Practitioners are aware of any children who have allergies to specific foods. Children are encouraged to follow appropriate hygiene routines and are competent at managing their personal needs.

Children learn about staying safe through daily routines and discussions. Practitioners gently reinforce rules, which ensure children develop an appreciation of safe behaviour and an awareness of others while playing together. For example, children are gently reminded not to run in the setting. Their understanding of safety is further enhanced as they learn about fire safety. They know the procedure for evacuation in an emergency and the manager regularly practises this with them. As a consequence, children show an awareness of personal safety.

Indoor and outdoor space is appropriately organised to provide a stimulating and

welcoming environment for children. Resources are suitably deployed and are easily accessible, which helps to foster children's choice and plays an active role in their learning. For example, children enjoy the book area, where they select books and enjoy reading favourite stories to one another.

Links with the host school ensure that most children are provided with the appropriate support for the transition between the setting and school. Practitioners share information with school and parents to ensure that children's care needs are met.

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

Management have a suitable understanding of their role and responsibility to protect children in their care. Practitioners have an appropriate knowledge and understanding of safeguarding issues and the procedures to follow. Management have systems in place to monitor and audit staff's knowledge. A suitable range of written policies and procedures, which are adhered to by staff, underpin the running of the club. Required records to meet the welfare requirements for the revised Early Years Foundation Stage are in place and accurately recorded. Records are shared in a confidential way because staff only share information with parents about their own child. Staff recruitment procedures ensures that adults who work with the children are suitable to do so and hold childcare qualifications that are relevant to their post.

The premises are safe and secure and there are sound arrangements for admitting visitors and for handing children over to their parents. Risks to children are suitably identified and minimised through a combination of daily checks and written risk assessments. Relationships with parents are being developed and it is evident from feedback questionnaires that they appreciate and value the service provided. For example, one parent stated that her child, 'loves to attend the setting and never wants to leave' and other comments include how practitioners are caring and approachable. Information is shared with parents through ongoing dialogue, newsletters, policies and procedures and details posted on the notice board.

Management are currently developing a self-evaluation process and are beginning to identify areas for future improvement through introducing monitoring systems. Practitioners have a generally appropriate knowledge and understanding of the educational programmes which is based on a suitable understanding of the areas of learning and how children learn. However, partnership working and the monitoring for children identified as being in need of additional support is not yet well targeted to improve experiences and ensure gaps are narrowing. This means these children do not make the best progress possible.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY450544
Local authority	Nottinghamshire
Inspection number	821975
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	30
Name of provider	Bouncing Beans C.I.C
Date of previous inspection	Not applicable
Telephone number	07941428240

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Type of provision

For the purposes of this inspection the following definitions apply:

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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