

# Bumblebees@Rainford C of E

Rainford C of E Primary School, Cross Pit Lane, ST. HELENS, Merseyside, WA11 8AJ

## Inspection date

Previous inspection date

30/08/2013

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

- Practitioners interact very well with children, extending their vocabulary and supporting them to participate in discussions. Children therefore develop good language, social and communication skills, which supports their future learning.
- Children enjoy the activities on offer and are engaged in what they do. Their personal, social and emotional development is supported and they play well together.
- Children behave well because staff are excellent role models and children are praised and encouraged to be considerate towards each other.

### It is not yet good because

- Observation and assessment of each child's progress is in the early stages, which limits staff's ability to plan for the next steps in children's learning and development.
- Links with other early years settings are not yet firmly established and so children do not always receive effective continuity in their learning and care.
- Some documents, to determine the suitability of all staff to work with children are not kept at the setting and available for inspection. Furthermore, the provider does not ensure that necessary records of information about some children, are returned prior to them starting at the club.
- The self-evaluation process is not fully embedded to help the setting improve further over a sustained period of time.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities children took part in.
- The inspector spoke to the manager and childcare staff at appropriate times during the inspection.
- The inspector viewed a range of documentation, including risk assessments, safeguarding and complaints policies and procedures and child record forms.

## Inspector

Linda Shore

## **Full Report**

### **Information about the setting**

Bumblebees@Rainford C of E was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings operated by a company. It operates from the main hall within Rainford C of E Primary School which is situated in Rainford, St. Helens, Merseyside. There are enclosed areas for outdoor play.

The setting employs two members of childcare staff, one holds a Bachelor of Arts Honours degree in early years leadership and professional development, the other member of staff is qualified at Level 3. The setting has contingency staff who are employed at their other setting and these staff all hold appropriate early years qualifications at level 3. The setting is open each weekday from 8am until 5.45pm, during school holidays with the exception of bank holidays and Christmas. There are currently 25 children on roll, of these, 10 are within the early years age group.

### **What the setting needs to do to improve further**

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

- develop the educational programme by providing challenging and enjoyable experiences based on children's assessed individual needs and interests, implemented through planned, purposeful play that complements children's learning in school and contributes to their next steps in development
- ensure the required information about the child is recorded for all children cared for in the holiday club to ensure they are fully safeguarded
- ensure all required records and documents are kept securely at the setting and available for inspection unless prior agreement has been made with Ofsted.

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

- develop the evaluation systems to also include the views of parents and the staff and to clearly show improvements for the future, to support long-term achievements and outcomes for children
- establish effective links with the schools children also attend to ensure the child's needs are met and to provide continuity for their learning and development.

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

Children are happy and confident and enjoy their time spent with their peers and older friends. They are actively engaged in the activities on offer, displaying sustained interest and involvement in their play. This is because staff plan an interesting range of activities and adapt these readily to follow children's interests. They have access to a suitable range of age-appropriate toys and resources, which encourages them to make steady progress through their play. The staff have a satisfactory knowledge of how to promote children's learning and development. Above all, staff ensure that children have fun and enjoy how they spend their time in the setting. Observation and assessment are in the early stages of development. Consequently, children's next steps in learning are not yet clearly identified or planned for, which impacts on the quality of teaching and children's learning as they make satisfactory, rather than good, progress.

Staff ensure parents are kept up to date with what children are learning through discussion and information on notice boards, this helps them be involved in their children's learning. Weekly planned activities, such as the circus skills are very popular with the

children. They try out many activities including juggling, balancing and working a diabolo. This gives children opportunities to hone their physical and hand eye co-ordination skills in a fun way.

Children enthusiastically chat with staff and other children as they describe a special family outing and staff listen with interest to what they have to say. This helps them to feel valued and develops their personal, social and emotional development and communication and language skills. Staff extend children's vocabulary, giving children the words they need, such as 'marine' to understand and describe their play. Staff are skilled at engaging children and all interactions with them are stimulating and hold children's interests well.

Children use their imaginations in a variety of situations, such as the constantly evolving scenario of the sharks in the water. This sees children making fast expeditions from the 'submarine' out into the water to catch the expanding number of sharks, including a lemon shark. Children's knowledge and understanding of the world is enhanced as staff relate play to real situations. For example, children learn that in some countries, such as France, people commonly eat shark. They express their creativity further and join in a range of craft and messy play activities. A love of reading is fostered as staff read to children on request and share the excitement of the story and choose to stay to the very end, despite all other children having gone outside.

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

Children benefit from being cared for in a relaxed environment where they engage happily with other children, both indoors and outdoors. They confidently use a range of large and small equipment and enjoy playing outdoors, where they join in a variety of group activities. Planned activities, such as the treasure hunt, enable staff to meet the needs of individual children as some stay close to adults and others are confident to run ahead in search of the treasure. They take turns with the maps and consult each other as they hone their spatial awareness and learn to follow directions. Children play outdoors daily for fresh air and exercise in the small paved area and in the very large and fully enclosed school field. They challenge themselves, learning to take and manage supervised risks on the 'monkey bars', and race around the field.

Behaviour is excellent and all children are considerate and help each other. The younger children benefit from the presence of older school-aged children who are a positive influence on behaviour in the holiday club. Staff praise and encourage children, such as when older children help the younger children complete a computer game. Staff are good role models who show respect and good manners to each other and children. This means children learn good social skills and feel valued, building their self-esteem.

The manager is the key person for all children in the early years age group and effectively builds relationships with parents and carers as well as children. To help children settle quickly and make the transition as smooth as possible, staff obtain information from most parents during registration to enable them to meet the children's care and welfare needs. Children are generally kept safe within the setting through the implementation of effective

policies and procedures and daily checks on equipment and resources. Regular fire drills are practised which ensures that children who attend know what to do in an emergency. However, some families have not provided required child information, such as children's date of birth and full contact details for all parents before children start at the setting to fully ensure children's welfare in an emergency.

Children are familiar with the daily routine and know to wash their hands before eating or taking part in baking activities. This promotes their understanding of appropriate hygiene habits. Parents provide a packed lunch for children daily and have received useful guidance about healthy eating, which helps children understand about a healthy lifestyle. Activities to promote children's awareness of other cultures and countries help children learn about the similarities and differences in people in the world they live in. For example, children spend a week enjoying food tasting from around the world and sampling music from other cultures.

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

Children are appropriately safeguarded because staff know the procedures to follow and the agency to contact should they have a safeguarding concern. All staff have paediatric first aid training. Generally effective policies and procedures are in place to keep children safe and secure. For example, the premises and outside environment are securely maintained and the arrival of any visitors is carefully checked. Staff carry out daily safety checks on the premises to make sure hazards to children are minimised.

Staff demonstrate a satisfactory understanding of the welfare, learning and development requirements. They are supported and monitored through daily conversations to discuss their practice. However, the manager does not keep records, such as the details of all staff's suitability checks on site to confirm the ongoing suitability of staff as required by the regulating body.

Parents have high praise for the holiday club for the flexibility with hours and the information they receive about children's activities. They have received adequate information regarding the setting's safeguarding responsibilities and know how to make a complaint if they should need to. Parents also say children love going to the holiday club and look forward to it daily.

Staff work in partnership with parents. Information is shared with them through daily discussions and the policies and procedures. Parents receive a copy of the planned activities which keeps them updated on the activities children will be taking part in on a daily basis during the school holidays. Children do not yet benefit from links with the schools that they also attend, to promote consistency in their care and learning. Although the methods have to do so have now been devised, they have not yet been implemented.

Staff work well together and this is reflected in the relaxed atmosphere created for the children. The manager is beginning to evaluate the setting's practice and has already implemented some plans, such as reviewing observation and planning and working closely

with the local authority. However, plans to fully evaluate and subsequently monitor the quality of the club and the educational programmes are not fully implemented. Also, parents and the whole staff team are not part of this process. This means that collectively, agreed targets are not as ambitious as possible and children make only satisfactory progress in their learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- keep records of the name, home address and date of birth of each child who is looked after on the premises (compulsory part of the Childcare Register)
- keep records of the name, home address and date of birth of each child who is looked after on the premises (voluntary part of the Childcare Register).

## 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 action. 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

<b>Unique reference number</b>	EY459828
<b>Local authority</b>	St. Helens
<b>Inspection number</b>	908736
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Bumblebees @ St. Paul's Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07771797134

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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, which are usually the childminder's 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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