

# Bumbles Pre School

The Airport Church, 311 Hatton Road, Feltham, Middlesex, TW14 9QS

<b>Inspection date</b>	03/10/2013
Previous inspection date	12/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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

- All children, including those learning English as an additional language and those with special educational needs, are well supported to make progress in communication and language.
- Snack times are well managed by staff who engage children in sociable conversation and encourage their self-help skills. Furthermore children's wellbeing is very well supported by the provision of a substantial and healthy selection of food.
- Children are well supported to settle into pre-school life by staff who are kind and nurturing in their approach.

### It is not yet good because

- Staff's planning of the educational programme for understanding the world is insufficient.
- Effective opportunities for children to express themselves through art and design and role play are not consistently provided.
- Arrangements for providing staff with regular supervision, training and coaching are not fully established.

## 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.

## Inspection activities

- The inspector observed children taking part in indoor and outdoor activities.
- The inspector held discussions with the manager and carried out a joint observation with her.
- The inspector spoke to parents and took account of their views.
- The inspector sampled records including children's progress and development files, activity planning, policies and procedures and staff suitability records.

## Inspector

Amanda Tyson

## Full Report

### Information about 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 which has a main hall, toilets and kitchen. There is a small 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. They take children from age two years. There are currently 11 children on roll. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school supports children learning English as an additional language and children with special educational needs and/or disabilities. The provider works as the manager and has an early years foundation degree. Three staff are employed, one is qualified to level 3 and two to Level 2. One staff member is working towards achieving a level 3 qualification.

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

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

- provide regular opportunities for staff to engage in personal discussion about their professional development needs and to receive support and coaching to improve their practice, in particular their planning for children's individual progress
- provide children with a range of activities and experiences to develop their understanding of the world, for example, provide older children with more advanced technology resources and provide all children with opportunities to have contact with, and learn about, the natural world and to learn about their own community.

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

- develop planning further to support children's progress in expressive art and design by making creative resources and materials always available and providing consistently good role-play opportunities.

### Inspection judgements

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

Children make satisfactory progress in most areas of learning. Staff plan effectively to support children's progress in communication and language, and literacy. However, planning for the educational programme for 'understanding the world' is insufficient. For example, older and more able children are not fully challenged by the pre-school's selection of battery operated toys. There are also some gaps in the provision for expressive art and design. With the exception of collecting fallen leaves from the concrete outdoor play area, children have little opportunity to learn about nature. For example, they do not have access to soil to dig for small creatures or to plant and grow flowers and vegetables. Staff often miss opportunities to enable children to make connections with their real experiences and develop their understanding of people and communities through role-play. The home corner, for instance, is not always well presented and resourced to reflect real life. In contrast though, children make pretend ice creams, price lists and use coins when the playhouse is turned into an ice cream van. However, overall the quality of staff's planning is inconsistent. Children make models using empty food packaging and creative media but these resources are only accessible to children for activities planned by staff. This means there are too few accessible resources to encourage children to be independently creative.

Staff's use of observation and assessment is steadily developing. They record observations and use the information gathered to inform assessment. This includes the progress check for children age two years, which staff complete in partnership with parents. Gaps in children's achievement are identified and action is taken to secure necessary intervention. Staff work in partnership with external agencies involved with children to support individual education plans. Overall, the pre-school prepares children generally well for school. For example, children recognise their name and learn to write it before the end of the summer term. Children grow in confidence and develop independence skills.

Staff use Makaton signing, pictures, symbols and props well to support children's communication and language development. All children benefit from staff's use of these strategies, but they are particularly effective in helping children learning English as an additional language and those with special educational needs and disabilities. For example, staff use props during story time, which helps to keep children focussed and to listen and pay attention. Children greet each other during circle time by saying and signing 'Good morning everyone'. This helps all children to feel included and they enjoy these small and well-organised group times. Children as young as two learn to recognise their name and children have daily access to pencils and chalks to practise making marks and writing. Staff effectively engage children in conversation during activities and routines using open-ended comments and questions to encourage verbal responses from children. Children all enjoy group singing and action rhymes, which are well led by staff. The pre-school book corner is very well presented and resourced. As a result, children regularly visit the area. They look at books independently and enjoy lots of cosy book sharing times with staff. Children learning English as an additional language quickly develop confidence in using English. Staff ask parents to provide lists of key words in children's first language and use these alongside English to encourage progress.

Children settle into pre-school life through a gradual parent-child separation process. Children are warmly welcomed on arrival and they happily part from parents. Children learning English as an additional language, or those with special educational needs and/or disabilities, are very well helped to understand the routine of the day through staff's use of a pictorial timetable. Staff establish a strong and trusting relationship with their key children and parents. Staff make books, by laminating photographs of children and their families, to help children develop a sense of belonging to the pre-school. Staff are all consistently kind in their approach to teaching children right from wrong. Squabbles are rare but if they do show signs of surfacing staff are quick to step in to redirect the children. Staff set a good example to children in how to behave well. They use common courtesies, such as 'please', 'thank you' and 'sorry' regularly and children copy this. They learn to take turns when they play board games in small groups and willingly help to tidy up the toys before going outside.

Staff help children to understand, and adopt, good hygiene and dietary habits. For example, children are taught by staff how to blow their noses and to throw away the germs in the bin. Children are reminded to wash their hands after using the toilet by a sequence of displayed pictures. Children thoroughly enjoy their mid morning snack where cereal, crackers and a lovely selection of fruit, including exotic varieties, are provided. Staff engage children in sociable conversation while they eat and encourage children's independence and physical skills by giving them a knife to cut their own fruit. Children engage in physical exercise as part of everyday activities, for instance indoors they play with soft footballs and outdoors they have access to climbing apparatus. Children have access to the outdoor area every day. Children benefit from having fresh air although the area is not always set up to maximise play and learning opportunities, particularly in role play. Children's small physical skills are encouraged as they manipulate dough and use scissors, tongs and knives. This helps children gain the necessary skills for developing pencil control. Staff teach children how to use small tools safely, and learn to leave the pre-school safely in an emergency through regular evacuation practice.

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

The provider ensures that staff fully understand their responsibilities to safeguard and promote children's welfare. Child protection training is mandatory for all staff and updated every three years. Staff are vigilant about safety, for example they carry out a thorough check of the premises every day before children arrive. The provider ensures high adult to child ratios are maintained to provide good levels of supervision. Staff are familiar with the pre-school's 'whistle blowing' policy. There is a policy in place regarding mobile phone and camera use and the provider is very clear about how to deal with any allegations against staff. Staff recruitment and vetting procedures are sufficiently rigorous to help ensure children are cared for by suitable adults. All required records and documentation are in place.

There is a suitable induction period in place so that new staff familiarise themselves with

the pre-school policies and procedures and get to know their key children and their parents. The provider monitors staff performance through direct observation as she works with the children and staff. Staff are provided with opportunities to develop their knowledge and skills through training and to achieve higher level qualifications. The provider has procedures in place for dealing with staff underperformance. However, arrangements for providing staff with regular supervision, mentoring and coaching, which is a legal requirement, are not fully implemented. This means that staff do not always receive enough support to apply what they learn from their training or to develop their practice skills, for instance in using observation and assessment to inform and guide their planning for individual children. Nonetheless, the provider makes use of the support provided by the local authority early years advisors to identify and target priorities for improvement. And the provider has started to use the Ofsted self-evaluation form as a tool to assess overall effectiveness. For example, since the last inspection methods for carrying out assessments on children have been strengthened. Provision for supporting children learning English as an additional language was previously a weakness and it is now a key strength. A new special educational needs coordinator (SENCO) has been appointed and is currently in the process of completing the training. Provision for supporting children with special educational needs is good and continuing to improve. The SENCO is very committed to her new role.

Staff work closely with parents to support all children's wellbeing. Staff are beginning to share their observations with parents to encourage them to be involved in their children's learning, however levels of parental involvement in children's learning is, at present, variable. Parents say they are very satisfied with the provision. They value the small size of the pre-school, friendly approach of children's key person, and provision of such a well-balanced mid-morning snack. They remark on how well children settle in and on the progress they make in their speech and language. Parents have access to the preschool's comprehensive policies and procedures. They are invited to meet with their child's key person at interim periods throughout the year to discuss their child's progress in depth and they receive regular newsletters informing them of the topic of the term. The team works closely with all external agencies involved with children, ensuring that necessary information is shared to support children's individual needs.

## 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>	EY430418
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	816662
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Kay Wicks
<b>Date of previous inspection</b>	12/01/2012
<b>Telephone number</b>	07900 385120

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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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