

# Bumbles Daycare

Welton County Primary School, Radstock Road, Midsomer Norton, Bath, BA3 2AG

<b>Inspection date</b>	29/01/2014
Previous inspection date	12/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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 requires improvement

- Staff plan an enabling environment so that children become independent learners and expand their own ideas.
- Staff provide strong support for children's mathematical development.
- Staff deploy themselves effectively and give priority to children's safety and health.

### It is not yet good because

- The setting does not meet all the legal requirements of the Statutory Framework for the Early Years Foundation Stage, so not all children develop good skills ready for formal learning, staff have not had recent appraisals and not all parents receive a copy of the progress check for two-year-old children.
- Staff have lapsed in using their buddy system to ensure children have an adult who knows their development needs well in the absence of their key person.
- Staff do not always support children's literacy development fully.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities indoors and outside.
- The inspector talked to the chair of the committee, staff, children and parents present on the day of the inspection.
- The inspector checked safeguarding information.
- The inspector sampled documentation, including policies and procedures, information for parents, children's development records and planning.
- The inspector carried out a joint observation with the manager.

## Inspector

Elaine Douglas

## Full report

### Information about the setting

Bumbles Daycare registered in 1984 and is run by a voluntary committee of parents. It operates from purpose-built premises in the grounds of Welton Primary School, in the rural village of Midsomer Norton, Somerset. The setting has access to a kitchen, toilets and open plan playroom. There is a fully enclosed outdoor area. The setting is open each weekday from 9am to 12pm and from 1pm to 4pm with a lunchtime club operating from 12noon to 1pm. In addition, the setting offers a breakfast club from 8am to 9am, and an after-school club from 4pm to 6pm, as well as a holiday club from 8am to 6pm for children up to 11 years of age, according to demand.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 45 children on roll from two years to the end of the early years age range. The setting supports children with special educational need and/or disabilities. They support children who are learning English as an additional language. The setting receives funding to provide free early education for children aged two, three and four years. There are six part-time staff. The manager has a childcare qualification at level 4 and four members of staff hold a childcare qualification at level 3.

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

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

- improve planning so that older children have more opportunities to take part in activities led by staff to prepare children for school more effectively
- ensure every parent receives a copy of the progress check for two-year-old children
- carry out regular staff appraisals for continued professional development

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

- reintroduce a co-working arrangement for the key person system so that children always have an adult present who knows their development needs well
- improve staff knowledge of how to further support children's literacy development.

## Inspection judgements

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

Overall, staff have a sound knowledge of promoting children's learning and development. They gain effective information on children's starting points and make sufficient observations to track children's development and give feedback to parents. Staff motivate children by using their interests and ideas for activities. For example, children show an interest in rockets, so they make a spaceship and goggles from craft materials. Staff provide them with the resources to make dough and children add black food colouring and glitter to look like the night. Parents comment positively that their children's development has improved since starting at the setting. They particularly mention children's behaviour and speech. Staff make appropriate referrals to outside agencies and work well with parents in order that children receive additional support. This helps to ensure that all children, including those with special educational needs and/or disabilities make sound progress in their development considering their starting points.

Staff wait for children to select resources and then interact to support their learning. For example, they encourage language and communication through using puppets. Children enjoy some whole group stories and singing. They enthusiastically join in with number rhymes for example. Staff encourage them to participate in stories. For example, children comment on tigers living in hot countries and make suggestions that an unusual picture might be a scarecrow or even their daddy! However, staff do not plan for older children to take part in more adult-led activities, which is a breach of a legal requirement. This means that although children develop basic skills for school overall, staff do not prepare them for formal learning effectively. In addition, staff miss some teaching opportunities. For example, staff encourage children to develop early writing skills by inviting them to write their names on their pictures. However, they do not fully support older children by showing them how to write their name or demonstrate how letters represent sounds. Staff do support children in finding their names at snack time.

Children make sound progress in their key areas of learning. They are very independent and confident within the setting. Children explore the resources using trial and error to work out what they do and find different ways of using them. For example, children persevere with putting pieces of the dough press together. Then they push the dough through and are delighted with the results. Staff speak clearly to children, especially those learning English as an additional language, and repeat sentences back to them so the children hear the correct pronunciation. Staff encourage children to think of solutions to problems, so children get cushions to make their seat more comfortable, for example. Children are active and enjoy being outdoors. They ride bicycles with control and coordination and park them in numbered bays. They develop hand eye coordination using a range of tools and bats and balls. Staff support children well in their mathematical development and this is a strength of the setting. For example, during role-play staff encourage older children to add and subtract by counting how many fish they have each time somebody takes one or puts one back. Children recognise different shapes and talk about them being big or small. Children select resources and use them for a different

purpose demonstrating their imagination and creativity.

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

Staff plan an enabling environment both indoors and outside, so that children access a wide range of resources. Children make decisions about the activities and know where to find the resources. As a result, children become independent learners. Staff have a suitable understanding of adding resources to extend children's learning, such as getting a road mat for children to use with the cars. There are pictures around the setting showing images of different cultures. Children celebrate festivals and develop a positive awareness of people's differences. Parent's comment positively on how staff support their children well in learning English as an additional language.

Staff provide effective role models so that children understand expectations. They help children to resolve problems and to understand about sharing. Children have a key person who understands their individual care and learning needs. Although the setting did have a co-key person system, so that there is always a member of staff who knows children well, this is no longer in place. This means that children do not always have staff present who have a thorough knowledge of their next stages of learning. Staff have care plans for individual children and implement them well to promote children's well-being. Children build secure attachments to staff, which prepares them emotionally for moving on to other settings or school.

Staff support children well in understanding about safe and healthy practices. They help children to learn to blow their nose and give them extra tissues to try for themselves next time. Staff wear aprons and a hat to prepare children's snack and clean the tables to protect children's health. They reassure new children in managing their personal hygiene and give out stickers saying 'I remembered to wash my hands' to encourage good practices. Children can help themselves to fresh drinking water and enjoy the nutritional snacks and meals. Some children wear helmets when they ride bikes, demonstrating their understanding of keeping safe. All staff attend safeguarding training so they have a secure knowledge of suitable child protection procedures and how to protect children's welfare.

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

The management team do not meet all the requirements of the Statutory Framework for the Early Years Foundation Stage. However, this does not have a significant impact on children's welfare and development and the manager knows how to put this right. The inspection took place following receipt of concerns that staff do not fully prepare children for school and concerns about access to the premises. The setting has a significant number of children entering the provision below expected levels of development. However, the inspection found that staff concentrate on enabling children to make independent choices and initiate their own learning, which they do successfully. As a result, they do not provide sufficient adult-led activities to prepare older children for

formal learning. The manager monitors the assessments of children's learning and development. She works directly with the staff and collates children's next stages of development each week. This enables her to have a broad overview of each child's skills and progress. Staff carry out suitable risk assessments and follow effective procedures to keep children safe and secure at the setting. For example, once there are children present at the premises they lock the doors and gates. Parents and visitors use an intercom for staff to give them access. This means that children cannot leave the building unsupervised and intruders cannot get in. The management team understands their responsibilities in keeping Ofsted informed of any significant events. However, there have been no relevant changes to the provision since the last inspection.

Overall, staff build effective partnerships with parents. Parents comment positively on the information they receive on their child's development and care. They get daily feedback and can access their children's written records at any time. However, some parents have not received a written copy of the progress check that staff carry out on two-year-old children, which is a breach of a legal requirement. Staff work well with outside agencies, seeking additional support when they identify concerns in children's development. They understand their responsibilities in working in partnership with any other settings children attend.

The staff carry out suitable self-evaluation, including gaining parents' feedback, and identify some ways of improving activities. For example, they suggest that encouraging children to add more resources to find out ways of joining items together would improve a craft activity. Staff have implemented some recommendations from outside agencies, including making the room more accessible so that children know where to access the resources. The committee has not undertaken recent appraisals of staff, which is a breach of a legal requirement. However, staff receive regular supervision from the manager, who identifies their training and development needs. The management carry out appropriate checks on staff and mentor new staff and students, so they understand their responsibilities.

### **The Childcare Register**

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

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	133103
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	949241
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Welton School Playgroup Committee
<b>Date of previous inspection</b>	12/05/2011
<b>Telephone number</b>	01761 413505

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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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