

# Bubwith Under 5's

The Centre, Bubwith, SELBY, North Yorkshire, YO8 6LX



<b>Inspection date</b>	19 January 2016
Previous inspection date	25 January 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff create warm and trusting relationships with children and their families. Children arrive excited for their day and parents feel their children are very well cared for in the setting.
- The quality of teaching is good. Children are highly confident and motivated to learn. They are provided with a wide range of learning opportunities which support their all-round development.
- The manager and the team are well established. They have a common enthusiastic and dedicated approach to continually improving the setting for children and families. Views of children and parents are gathered regularly to reflect on changes to improve outcomes for all.
- Children's behaviour is exemplary. They respect each other, listen to instructions and cooperate during play. Children are forming good friendships and learning social skills for the future.
- Children are developing very good communication skills. They have a wide vocabulary and share their stories with staff who listen with genuine interest.

### It is not yet outstanding because:

- Opportunities to gather information from parents about children's capabilities when they first start are not maximised.
- Staff do not always give children enough opportunities to learn about nature and the natural world.

## What the setting needs to do to improve further

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

- gather even more information from parents when children start in the setting to support children to make even better progress in their learning and development
- plan more opportunities for children to learn about nature and the natural world.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and in the sports hall, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's policies, procedures and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents and took their views into account.

### Inspector

Laura Hoyland

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff ensure that the premises are safe and secure. All staff are vigilant and ensure they are deployed around the room to supervise and attend to children's needs. Regular supervisions with staff are used to check their on-going suitability as well as identifying their training needs. All staff are encouraged to continue developing themselves professionally. Comprehensive policies and procedures are in place, which underpin the practice of the setting and support the team to meet all statutory requirements. The manager works with her team to monitor the quality of the setting and teaching. She assesses children's progress with staff to ensure children are making good progress and that all children are challenged in their learning. The team work together to set high expectations for ongoing improvement, and regular meetings are used to review that they are all working towards common goals.

### Quality of teaching, learning and assessment is good

Children thoroughly enjoy their time in the setting. They engage in activities and learning opportunities that challenge and support their progress in all areas of learning. Staff know each child well, observe them during play and use assessment effectively to plan their next steps in learning. Regular checks of children's progress ensures any gaps in learning are promptly closed. Parents are kept well informed about their child's learning. They contribute to the information they receive by adding their comments and by providing details about children's experiences from home. This enables staff to focus precisely on learning that benefits each child most. All children are prepared very well for school. They have good concentration skills and sit and listen during group times. Excellent relationships with local primary schools are in place and children move from the setting to school with ease.

### Personal development, behaviour and welfare are good

Children are highly confident and are developing excellent social skills. Children play cooperatively, sharing resources and are learning how to manage their feelings. Staff are deployed well to ensure children feel safe and secure. Each child has a key person who gets to know them and their families well. Children part from their parents with ease when they arrive. They immediately settle into activities and talk to staff about their time at home. They know the routine and ask whether their friends will be attending today. There is a clear emphasis on creating good relationships and caring for each other. Children talk about keeping themselves safe and know the rules and boundaries of the setting. They respect resources and each other, developing positive skills for the future.

### Outcomes for children are good

All children are making good progress from their starting points. Early Years Pupil Premium funding is used effectively to target any gaps in children's learning and areas where children need additional support. All children are developing well and are prepared for their next stage in learning whether that be nursery or school.

## Setting details

<b>Unique reference number</b>	314588
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	868231
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Bubwith Under 5's Committee
<b>Date of previous inspection</b>	25 January 2010
<b>Telephone number</b>	07845 123 064

Bubwith Under 5's was established in 1988. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm and 12.15pm until 3.15pm. The setting provides funded early education for three- and four-year-old children.

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