

Broadwas Bumblebees Preschool



The Beehive, Broadwas Primary School, Broadwas, WORCESTER, Worcestershire,
WR6 5NE

Inspection date	12 April 2016
Previous inspection date	3 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children are settled and happy in this warm and welcoming pre-school. Staff are kind and caring and children form strong bonds with them. Children are eager to play and learn.
- The quality of teaching is good. Staff create a well-organised environment in which children participate fully as active and inquisitive learners. Children make good progress in their learning and development.
- Links with other professionals, including those associated with the on-site primary school are strong. Children visit their new school before they start and staff share information with teachers. Children are confident and well prepared when the time comes to leave the pre-school.
- Staff are good role models. They encourage children to share and take turns. Children behave well and display impeccable manners.
- Leaders have a strong drive for continuous improvement. Self-evaluation is effective in identifying priorities for improvement.

It is not yet outstanding because:

- Although children's individual progress is closely monitored and staff are aware what children need to learn next, they do not focus planning sharply enough to help children achieve at the highest levels.
- Arrangements for professional development do not focus enough on raising the good quality of teaching still further, in order to achieve excellent outcomes for all children.

What the setting needs to do to improve further

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

- focus even more sharply on what individual children need to learn next and help children make the best possible progress
- target the professional development of staff more precisely on raising the quality of teaching to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the manager and staff at appropriate times during the inspection.
- The inspector looked at children's learning records, the planning documentation and a range of other documentation.
- The inspector conducted a joint observation with one of the managers.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is good

Self-evaluation systems are good. The managers consider the views of staff, children and parents to review all aspects of the provision. Targets are set to drive improvements and ensure high standards are maintained. Staff have established strong partnerships with parents. They promote an effective two-way flow of information regarding children's learning and development. Parents are very happy with the service provided. There are good systems in place to track children's progress. This, combined with detailed checks each term, enables the managers to identify children who have gaps in their learning. Staff ensure that these children are given the necessary support to help them catch up with their peers. Arrangements for safeguarding are effective. Staff know the procedures they must follow if they have concerns about the welfare of a child in their care.

Quality of teaching, learning and assessment is good

Staff work with the parents when their children start to find out about each child's interests and stages of development. Staff know children well and have a good understanding of how children learn and ways to promote their development. Staff use effective observation, planning and assessment systems. As a result, children enjoy a broad and balanced range of experiences that promotes all aspects of their learning. Staff place a strong focus on promoting early mathematical skills through practical experiences. For example, children count how many children are in pre-school and identify numbers on ducks as they play a fishing game. Older children are learning to add and take away. For example, during a dough-making activity, staff ask children how many cups of ingredients they have and how many more they need.

Personal development, behaviour and welfare are good

Children learn how to lead healthy lifestyles. They enjoy regular fresh air and exercise as they choose when to spend time outdoors. Children have plenty of opportunities to develop their large muscles. For example, they ride a variety of wheeled toys or scramble up climbing equipment outside. A variety of nutritious snacks and meals are provided. At mealtimes, staff sit with children and create a social time as they talk to them about their lives. This helps to develop children's conversational skills. Staff encourage children to be independent. For example, children wash their hands before meals and pour their own drinks. Staff promote children's small-muscle development well. For example, they join children for 'dough gym'. This involves children and staff enthusiastically rolling, patting and pressing dough to the beat of music.

Outcomes for children are good

Children make good progress in their learning. Early mathematical skills are emerging as children count and identify numbers. Staff foster a love of books and promote literacy skills well. For example, they read stories to children and send books home for parents to share with their child. Staff encourage children to sing favourite songs and rhymes. Children learn a range of valuable skills to prepare them for the next stage of their education at school.

Setting details

Unique reference number	EY262606
Local authority	Worcestershire
Inspection number	848444
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	21
Name of provider	Broadwas Bumble Bees Committee
Date of previous inspection	3 October 2011
Telephone number	07817 637241

Broadwas Bumblebees Preschool was registered in 2003. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school is open each weekday during school term time. Opening times are from 7.30am to 5.30pm on Monday to Thursday and 7.30am to 3.30pm on Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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