

Bumble-Bees Pre-School

The Kingsway Centre, 130 Kingsway, Wellingborough, Northamptonshire, NN8 2EN



Inspection date	19 September 2016
Previous inspection date	10 October 2012

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

- Since the last inspection, the staff and management team has continued to reflect on and improve the practice. Staff have achieved further qualifications which enhance their knowledge of how to support children to make good progress.
- Parents speak highly of the pre-school. They say how the staff are approachable and are interested in what their child does at home. They comment that their children's social, communication and independence skills are developing well at the pre-school.
- Children enjoy positive interaction from the staff. They sit with children as they play, talking to them about what they are doing, supporting children's confidence and extending their vocabulary.
- Good focus is put on children's communication and language skills. Children have access to lots of books. Some are included in the boxes of toys and some in a lending library so that children can take books home to read with their parents. This has a positive impact on children's developing awareness of text.
- Children's safety is managed effectively. Staff maintain good supervision during activities while promoting children's awareness of how to keep themselves safe.

It is not yet outstanding because:

- Staff supervision is not yet sharply focused enough on continuing to raise the quality of teaching even further.
- On occasion during activities, older and most-able children's deeper thinking is not fully enhanced.

What the setting needs to do to improve further

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

- build on the performance management of staff to continue to raise the quality of teaching even further
- focus more precisely on promoting older and most-able children's deeper thinking during activities.

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 completed a joint observation with the pre-school supervisor.
- The inspector held a meeting with the pre-school supervisor, the nominated person and with one member of staff. She looked at relevant documentation, such as the self-evaluation form and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Melanie Eastwell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have completed training in child protection that ensures they are up to date with the procedures for recording and reporting concerns. The management team organises the pre-school to ensure that adult-to-child ratios are higher than required. This results in children receiving good amounts of individual attention. Strong partnerships with parents means that children have their needs met. Effective communication between staff and parents, as well as the value that staff put on information from home, helps them plan activities and be flexible in managing children's specific needs. The early years pupil premium funding is used well to promote specific areas of development for the children. The staff regularly reflect on their activity with children, make adjustments as required and identify their priorities for the future.

Quality of teaching, learning and assessment is good

Staff know the children well and they respond to their interests on a daily basis. They plan activities that children request and add different resources or aspects to favourite activities to contribute towards children's learning. For example, mathematical language and resources are used during role play activities. Children explore pretend food that they cut into a number of pieces and they empty and fill shaped boxes with items of the corresponding shape. Children persist at these activities because they enjoy how the staff play alongside them. Observations and assessments are closely linked to the planning of activities for each child. This means that children have access to fun activities that they are interested in and which provide them with suitable challenges to help them continue to make progress.

Personal development, behaviour and welfare are good

Children are able to settle in quickly when they start attending. Staff seek detail from parents which helps them to meet children's needs. Children clearly show that they have an attachment to the staff. They choose to join the activities the staff are supervising, they approach staff for comfort and reassurance as they need it and they initiate conversations with staff. Children behave well. Staff have a consistent approach that helps children to know what is expected of them. Children are learning about healthy lifestyles. They understand the routines for washing their hands before snacks and they eagerly get ready to play outside. Staff make good use of the open green space that is adjacent to the premises to enable children to develop their enjoyment of exploring outside in the fresh air.

Outcomes for children are good

Children are making good progress. They are curious and eager learners who are interested in the activities that are planned for them. Children are learning to work together, to respect one another, to share and take turns. Children are independent and make choices about what they do. These are skills that help prepare them for the eventual move on to school.

Setting details

Unique reference number	EY281485
Local authority	Northamptonshire
Inspection number	1059667
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	26
Number of children on roll	8
Name of registered person	Bumble-Bees Pre-School Committee
Registered person unique reference number	RP524018
Date of previous inspection	10 October 2012
Telephone number	07599212059

Bumble-Bees Pre-School was registered in 2004 and is managed by a committee. The pre-school employs four members of childcare staff. Of these, three hold early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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