

Bumblebees @ St. Paul's

St. Paul's C of E Primary School, Warrington Road, Wigan, Lancashire, WN3 6SB



Inspection date

14 September 2017

Previous inspection date

22 October 2013

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

- Managers are deeply committed to providing young children and their families with high-quality early years experiences. They consider the views of parents and children when evaluating the quality of the service they offer.
- Staff assess children's progress accurately. They quickly identify any gaps in their learning and implement plans to help to ensure that all children receive the support they need to make good progress.
- Children are kind and behave well towards each other. Staff gently support children to manage their behaviour. They talk to them about the impact their behaviour has on others and help them to develop their friendships.
- Staff work in close partnership with a range of other professionals and outside agencies to effectively meet the needs of all children.
- Staff ensure parents are well informed of their child's progress and provide suggestions on things they may wish to try at home to support their child's learning further.

It is not yet outstanding because:

- Staff do not consistently make the very best use of the outdoor environment to help to develop children's thinking and problem-solving skills and support their learning even further.
- Sometimes, staff do not give children time to think and respond when asking questions that challenge them in their learning.

What the setting needs to do to improve further

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

- make better use of opportunities for children to solve problems, develop their critical-thinking skills and support their learning further when they choose to play outdoors
- provide children with enough time to think, respond and show what they know and understand when challenging them in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector completed a joint observation with one of the pre-school managers.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is good

Managers monitor staff effectively. They observe staff as they work with children and meet with them to discuss aspects of their role. Managers carefully target additional training to help to support staff in developing their knowledge and skills further. For example, training about physical development helped them to see how physical games and exercises, at the beginning of each session, could help children to manage their behaviour and ensure they are relaxed and ready to begin and learn. The arrangements for safeguarding are effective. Staff can identify signs that would give them cause for concern over a child's welfare. They know how to refer any concerns to the relevant authorities. Staff make daily checks of the environment to ensure it remains a safe place for children to play. They make effective use of additional funding to help meet children's individual needs and support their progress.

Quality of teaching, learning and assessment is good

Staff use their understanding of what children need to learn next, along with knowledge of their current interests, to plan a range of exciting activities indoors. They develop children's social, physical and communication skills well. Staff play alongside children and talk to them about what they see them doing. They introduce new words as children play to help extend their growing vocabularies. For example, staff introduce words, such as 'broccoli and parsnip' when describing real vegetables in the role play area. Opportunities for children to develop their mathematical skills are plentiful. For example, children count how many bricks they use to build a wall before using a tape measure to check its height. They compare the towers they build and use words, such as 'taller' and 'shorter' to describe the differences in height.

Personal development, behaviour and welfare are good

Staff provide a warm, welcoming environment. The key-person role is highly effective. Staff gather information from parents when their child starts pre-school. This helps staff to ensure children settle quickly and begin to make progress. Staff are aware of the importance of a healthy lifestyle and provide a nutritious range of snacks. They encourage children to develop their independence. For example, children select their own plates and cups at snack time. They confidently pour drinks and wash their own dishes when they finish. Staff use a variety of ways to help children to recognise and value similarities and differences between themselves and others.

Outcomes for children are good

Children are confident and active learners who are eager to join in activities. Younger children enjoy singing songs and listening to stories while older children make marks and practice forming the letters of their name. All children participate in activities to help them represent the sounds that letters make in words. Children develop a range of important skills that helps to prepare them for their next stage of learning and their eventual move to school.

Setting details

Unique reference number	EY302715
Local authority	Wigan
Inspection number	1064706
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 - 11
Total number of places	29
Number of children on roll	20
Name of registered person	Bumblebees @ St.Pauls Limited
Registered person unique reference number	RP905851
Date of previous inspection	22 October 2013
Telephone number	07718642592

Bumblebees @ St. Paul's registered in 2005. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including three at level 6. The pre-school is open Monday to Friday from 9am to 3.05pm, during term time. The before- and after-school club is open Monday to Friday from 7.30am to 8.50am and from 3.15pm to 6pm, during term time. The pre-school provides funded early education for two-, three- and four-year-old children.

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