

Bumbles Preschool

Ashby Hall, Abbots Close, Romford, Essex, RM7 8QU



Inspection date	27 September 2017
Previous inspection date	18 June 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

- The manager evaluates the provision well. She takes into consideration feedback from staff, parents and children to continuously improve the care and teaching practices. For example, she supports children to form attachments to their key person.
- Staff develop strong partnerships with parents. They share regular information about children's health, interests and needs. Staff encourage parents to extend children's learning at home.
- Staff work together to implement the daily routines, policies and procedures effectively. They complete regular health and safety checks to ensure the environment is safe for children to play in and explore freely.
- Staff observe and assess children's learning well. They provide interesting opportunities, indoors and outdoors, for children to play and learn. Staff help children to make good progress in preparation for their move to school or other early years settings.
- Children develop their personal skills well. For example, they learn to do things on their own, choose their play, put on their coat and feed themselves independently.

It is not yet outstanding because:

- Staff do not always make the most of every opportunity to support younger children to develop their good communication and language skills fully.
- On occasions, the group activities are not always effectively organised to maintain the interest of all the children. This sometimes means younger children become less focused and restless.

What the setting needs to do to improve further

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

- increase opportunities to extend younger children's good communication and language skills further
- review how staff organise group activities to help younger children develop their concentration and maintain their interest.

Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outdoor play area and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with the manager and leader throughout the day.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Martina Mullings

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff have a secure understanding of their role to safeguard and protect children. Staff know the procedures to report concerns about a child's welfare to the relevant authorities. The manager implements thorough recruitment and vetting processes to ensure staff employed are suitable to work with children. She provides ongoing supervision and professional development opportunities to enhance staff practices. For example, the manager ensures staff have attended behaviour management training and she provides guidance on how to encourage children to display positive behaviour. Staff monitor children's progress well. They identify gaps and seek support from other professionals, where needed, to strengthen children's development.

Quality of teaching, learning and assessment is good

Staff plan stimulating activities and experiences to support children's learning well, overall. They provide opportunities for children to develop their early literacy skills effectively. For example, they encourage children to sing nursery rhymes and provide marker pens for them to practise their early writing skills. Staff make good use of older children's play to support their mathematical development well. For instance, they encourage children to count and recognise sizes. Children enjoy exploring with creative materials, such as play dough, paint and sand to make designs and patterns. They develop their understanding of the world effectively. For example, they explore and learn to use different construction and household resources. Children learn about different cultures and enjoy stories and events.

Personal development, behaviour and welfare are good

Children are active and motivated to learn. They move around to explore and learn from a wide range of resources independently. Older children develop close relationships with staff and they know when to ask for help. They develop their social skills and form close friendships with other children well. Staff set rules with children to make them aware of acceptable and unacceptable behaviour. In addition, they model positive behaviour for children to copy and learn. For example, staff display good manners and work and speak with each other positively. Children have good opportunities to develop their physical skills and learn about healthy lifestyles. For example, they access outdoor play and exercise regularly and they learn to plant herbs, vegetables and fruit in the garden.

Outcomes for children are good

Children make good progress in relation to their starting points. They develop skills to support the next stages in their learning. For example, older children share and take turns during their play effectively. They practise early writing, learn to count and recognise sizes successfully. Younger children display good balance, coordination and mobility. They develop their sensory, creative and imaginative skills well.

Setting details

Unique reference number	EY397854
Local authority	Havering
Inspection number	1062306
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	43
Name of registered person	Bumbles Preschool Partnership
Registered person unique reference number	RP901962
Date of previous inspection	18 June 2013
Telephone number	07958736580

Bumbles Preschool registered in 2009. The setting operates Monday to Friday from 9.15am to 11.45am, and Monday to Thursday from 12.15pm to 2.45pm, during school term only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs six members of staff, including the manager. All staff hold early years qualifications at level 3.

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.

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