

# Bumble Bees Pre-School

Action For Children, Stratford Road, Northampton, NN7 2LP



## Inspection date

Previous inspection date

7 December 2017

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 focus really well on helping children develop their physical skills. Children enjoy the daily physical activities and opportunities to dance. Staff talk to them about the impact of exercise on their bodies and help children consider how to stay safe.
- Staff provide an interesting range of engaging activities that helps support all areas of learning. All children make good progress in their learning.
- Key persons nurture children well. They ensure children feel comfortable and valued.
- Staff are effective in involving parents in their children's care and learning. Staff use their online system well to share their observations of children's play and learning with parents. They provide books for parents to share with their children and ideas to develop their writing at home.
- The manager regularly reflects on the provision and she identifies areas to improve. She uses information gained from monitoring of children's progress to strengthen areas of provision to help children further achieve, such as in mathematics.

### It is not yet outstanding because:

- Although staff are always in ratio and they watch children well to ensure they are safe, at times, they do not deploy themselves as well as possible to extend children's learning and involvement.
- Staff do not always seek fully detailed information from parents about their child's development when they first join the setting to help ensure initial assessments are as prompt and as accurate as possible.

## What the setting needs to do to improve further

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

- help staff deploy themselves more successfully to fully support and extend children's learning and involvement
- gather more detailed information from parents about what children already know and can do when they start at the setting.

### 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 sampled a range of documentation, including staff suitability checks, risk assessments and children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector carried out a joint observations of staff practice and discussed monitoring and professional development.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

### Inspector

Victoria Weir

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures all staff regularly update their understanding of safeguarding issues, including the reporting procedures for any child protection concerns. The staff carry out effective risk assessments and daily checks to help keep children safe. Effective performance management, including regular supervision, helps ensure that staff are well qualified and suitable to care for children. The manager monitors staff practice well to help them improve. For example, newer, less-qualified staff have fewer key children. The manager checks the appropriateness of observations and planning for these children and shares key person responsibility. Staff benefit from regular meetings where they reflect and share good practice ideas. The manager checks children's progress to help staff address any gaps in children's learning. Parents and the local authority contribute their views to the accurate self-evaluation.

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

Staff have a good understanding of how children learn. They help children to follow their own ideas and interests. For example, staff supported children who wanted to share their newly learnt ballet skills. As a result of skilled staff support, children extended this activity into pretend play of being teachers and pupils. They listened extremely well to each other and built on each other's ideas. Staff reshape activities to match the understanding and abilities of children taking part. For example, during a ball game some children received effective support to recognise numbers and other children received support to use number names in their play. Staff readily engage children in conversations, and provide explanations for the things children see. For example, when on a walk staff explained the growth cycle of birds. Staff effectively help children gain mathematical skills. Children have opportunities to read and write their names, such as at mealtimes.

### Personal development, behaviour and welfare are good

Children settle well. Staff support children's physical and emotional well-being effectively. They offer lots of praise and encouragement. Children learn to develop independence, such as when pouring their own drinks and dressing themselves for outdoor play. They have ample opportunities to benefit from fresh air and exercise. Staff effectively prepare children emotionally for starting school. For example, they help children become familiar with the local school environment, such as when they attend school events. Staff help children to value different cultures, beliefs and home languages.

### Outcomes for children are good

All children gain the skills that will support them when they start school. Children learn to understand and manage their feelings and behaviour. They are developing their ability to concentrate well and speak in front of a group of their friends. Children who speak English as an additional language learn English. Any gaps in children's communication and language and personal social and emotional development close quickly with targeted support. Children have fun as they play and learn in this lively setting.

## Setting details

<b>Unique reference number</b>	EY491562
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1023165
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Tina Gray and Michelle Higgs Partnership
<b>Registered person unique reference number</b>	RP905132
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01604 863400

Bumble Bees Pre-School re-registered in 2015. The pre-school employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday 8.30am to 5pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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