

Broadwas Bumblebees Preschool



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

Inspection date	8 February 2018
Previous inspection date	12 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of a change in manager as the deputy manager has recently stepped into this role. Furthermore, the provider has neglected to appoint a new deputy manager capable of taking charge in the manager's absence.
- Managers do not focus staff professional development sharply enough on developing their teaching skills, to help promote children's progress at a consistently good level.
- The planning is not good enough. Staff do not always make effective use of the information obtained from observational assessments to shape the curriculum and promote children's individual interests.

It has the following strengths

- Managers understand their responsibility to safeguard children. Staff have a sound understanding of child protection issues. They know how to manage different concerns about children's welfare. This helps to protect them from harm.
- Staff get to know children well during settling-in periods and they ensure their care needs are met. The environment is bright and welcoming, indoors and outside. Children are generally settled and happy and comment that they enjoy attending.
- Staff promote positive behaviours in the pre-school. Staff help children adhere to the boundaries. Children listen, follow instructions and show respect for the environment.
- Partnership working is established. A two-way flow of information is shared with parents, professionals and other providers. Children benefit from some continuity between the settings they attend, particularly within their care.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ appoint a deputy manager capable of taking charge in the manager's absence	16/02/2018
■ broaden staff's professional development and focus sharply on improving teaching to help promote children's progress at a consistently good level	16/04/2018
■ improve the planning and make more effective use of the information obtained from observational assessments to shape the curriculum and promote children's individual interests.	16/04/2018

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector spoke to committee members, staff and the nursery manager. She looked at relevant documentation and checked evidence of the suitability of the committee and those working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

The pre-school has recently been going through a period of instability. The provider has failed to notify Ofsted of management changes. Furthermore, the pre-school is currently without a deputy manager and the provider has failed to find a capable replacement in a timely way. However, the impact on the children is minimal as the pre-school is overstaffed and all staff are well qualified. Staff are supervised and they benefit from some frequent training, such as first aid, safeguarding and food hygiene. However, managers do not focus the arrangements for staff's professional development equally well on improving teaching. The arrangements for safeguarding are effective. Staff risk assess the environment and reduce any hazards. They deploy themselves well and supervise children closely. Managers ensure staff keep accurate records and effectively use a range of documents, such as accident, injury and incident forms. Managers have a sound understanding of the importance of confidentiality and know how to deal with any complaints. Self-evaluation is developing and management show capacity to improve.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff routinely observe children and assess their development, however, they do not make the most effective use of this information. Staff do not consistently plan suitably challenging activities that help to promote children's next steps across the different areas of learning. Nevertheless, children have access to a simple range of resources, which they can independently explore. For example, children enjoy making shapes out of play dough, building with construction bricks and playing with small-world vehicles and animals. Managers have a basic overview of children's individual progress. They are able to use this to highlight if children are experiencing significant delay and know how to access appropriate levels of support.

Personal development, behaviour and welfare require improvement

Due to weaknesses in teaching, children are not highly motivated learners. They tend to flit between activities, become easily distracted and struggle to fully engage in learning. Nevertheless, staff suitably promote children's physical well-being in some ways. They provide children with nutritious snacks and talk to them about the benefits of eating well. Staff ensure children adopt good cleanliness routines. Children enjoy physical activities outside, including accessing climbing equipment and playing with bats and balls.

Outcomes for children require improvement

Children do not progress as well as possible from where they started. Some children are potentially at risk of beginning to fall behind in their development. Nevertheless, children are confident. They make choices about what they want to play with indoors or outside. Children can share their views and express their thoughts. They take turns, share and play well together. Children are developing some literacy skills. They enjoy sharing stories with their teachers. Overall, children acquire the necessary skills they need to move on to school.

Setting details

Unique reference number	EY262606
Local authority	Worcestershire
Inspection number	1123072
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	20
Number of children on roll	10
Name of registered person	Broadwas Bumble Bees Committee
Registered person unique reference number	RP521461
Date of previous inspection	12 April 2016
Telephone number	07817 637241

Broadwas Bumblebees Preschool registered in 2001. The pre-school employs three 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 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.

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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