

Broadwas Bumblebees Preschool

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



Inspection date	4 December 2018
Previous inspection date	8 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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 and newly appointed deputy have made a number of improvements since the last inspection. They are ambitious and communicate high expectations to all. Clear and concise action plans have been implemented to achieve and maintain good standards.
- Staff access a wide range of training opportunities to further enhance their knowledge and skills. This has a positive impact on the outcomes for children.
- Children are very happy and settled. They have fun and enjoy their time at the warm and welcoming pre-school. Children are articulate and confident during their play and interact positively with their peers and visitors.
- Staff are caring and kind. Children form strong bonds with them and are relaxed in their care. This supports children's emotional well-being and growing self-confidence.
- Partnerships with parents, other providers and professionals are good. Information about children is shared in a range of ways. This contributes strongly to meeting children's needs and ensuring consistency in their care and learning. Parents speak very highly of the pre-school and the staff.
- On occasions, the planned next steps in children's learning are too broad. This means staff are not able to plan precisely enough to ensure children make even better progress.
- Staff do not obtain enough detailed information from parents about what their children know and can do when they first start, to help them more precisely monitor children's progression from the outset.

What the setting needs to do to improve further

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

- plan even more precisely for children's learning to make sure their identified next steps are more specific and achievable so that they make even better progress
- seek more detailed information from parents about what children can already do when they first begin to attend, so that starting points are fully established, and progression can be more effectively monitored from the outset.

Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences, indoors and outdoors.
- The inspector observed and evaluated a learning activity with the manager.
- The inspector viewed evidence of the suitability of staff working at the setting.
- The inspector spoke to the management team and chairperson about their priorities for improvement.
- The inspector took account of the views of parents spoken to on the day and through written documentation.

Inspector

Tina Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have attended safeguarding training and demonstrate a good knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the child protection referral procedure well and understand wider safeguarding issues. The manager works alongside the staff daily and has an accurate overview of the quality of the pre-school. Staff morale is high. They attend relevant training and cascade their knowledge during staff meetings. Recruitment and vetting procedures are stringent and induction procedures are good. The implementation of daily safety checks and risk assessments helps to ensure that children play in a safe environment and are not exposed to risks. Staff effectively monitor the quality of teaching and the progress children make.

Quality of teaching, learning and assessment is good

Staff provide well-resourced learning environments inside and outdoors that stimulate children's interest, curiosity and excitement. They use their good understanding of child development to plan a wide range of enjoyable learning experiences which keeps children eager to learn. Children listen attentively to stories and enthusiastically join in with action songs. They explore textures, such as dough, and successfully use tools to make and cut out different shapes. Staff support children's communication and language skills very well. They engage them in meaningful conversations about what they are doing and encourage them to share experiences from home. For example, children excitedly talk about decorating their Christmas trees. Children use their imagination as they pretend to cook dinner and feed the dolls. Young children show high levels of concentration as they confidently access programmes on the computer.

Personal development, behaviour and welfare are good

Children behave very well. Staff are good role models. They give clear, consistent guidance and gentle reminders about their expectations for behaviour. Children learn about healthy lifestyles and staff provide nutritious snacks, such as toast and fruit. Children help themselves to butter and jam, independently spreading it on their toast. They have lots of opportunities to be physically active outdoors in the fresh air. Young children excitedly chase bubbles and delight in popping them. They investigate coloured pebbles and practise balancing on small logs. Staff provide activities which reflect and value the diversity of children's backgrounds. Children express their creativity as they make colourful pictures to recognise significant events for family or friends. They develop good social interactions and are often invited to attend functions at the adjoining school. For example, they watch with wonder as school children perform their Christmas play.

Outcomes for children are good

Children make good progress and acquire the key skills required in preparation for school. They are motivated and have a can-do attitude to their learning. Children try to put on their coats for outdoor play. Their early mathematical skills are developing well. They concentrate as they count their peers at registration time. Writing skills are incorporated into a range of activities, such as dough and outdoor play.

Setting details

Unique reference number	EY262606
Local authority	Worcestershire
Inspection number	10080376
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 11
Total number of places	20
Number of children on roll	18
Name of registered person	Broadwas Bumble Bees Committee
Registered person unique reference number	RP521461
Date of previous inspection	8 February 2018
Telephone number	07817 637241

Broadwas Bumblebees Preschool registered in 2001. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one has qualified teacher status. 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.

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