

Bumble Beezzz Pre-School

284 Stourbridge Road, Dudley DY1 2EE



Inspection date	18 March 2019
Previous inspection date	19 June 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 leadership and management of this pre-school are strong. Staff are enthusiastic and well supported in their roles. Self-evaluation and ongoing action plans are in place to drive continual improvement.
- Children are provided with a broad range of play and learning experiences that help them make good progress. Children are eager and confident learners who enjoy making choices about what they would like to do and play with.
- The quality of teaching is consistently strong. Staff have a secure knowledge of how young children learn. Assessment is accurate, and children's interests and identified next steps in learning are considered when planning activities. Staff use their good teaching skills to observe children, question skilfully and model play and language very effectively.
- Partnerships with parents, local schools and other agencies are very effective. Staff work closely with other professionals to ensure children's individual learning needs are monitored closely. This makes a strong contribution to meeting children's needs. Parents are supported to be involved in their child's learning at home. Children select books from the library to take home to read with parents.
- Children's health and well-being is promoted successfully. The team have worked on a project linked to a local authority initiative about a physical approach to learning and development. Staff have focussed on this aspect of learning and created a space indoors where children can be active throughout the session.
- Staff do not always obtain enough information from parents about what children already know and can do when they first start, in order to help them plan their learning fully from the outset.
- Staff do not always fully promote opportunities for children to build on their fine-motor skills.

What the setting needs to do to improve further

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

- build on the range of information gained from parents about what their child already knows and can do when they first start, and use this information to further support children's learning from the outset
- enhance the opportunities for children to build on their fine-motor skills.

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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and reviewed evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jacqueline Nation

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Management and staff are very clear about their role in promoting children's welfare. They demonstrate a secure understanding of the procedure to follow in the event of a concern about a child's safety. Staff follow robust procedures to promote children's health and safety in the setting. Recruitment and vetting procedures are robust to ensure staff working with children are suitable. Staff are well qualified and experienced. Good arrangements for training and supervision are in place and work effectively to improve the quality of the provision. The manager and staff very accurately monitor children's progress. This includes the progress made by different groups of children. Gaps in learning are quickly identified and activities planned to reflect children's interests and individual next steps in their learning. Parents are kept well informed about their child's day and achievements. They comment positively about the staff team and the good progress their children make.

Quality of teaching, learning and assessment is good

Children are busy and eager learners. Staff know children well and are highly focused on strengthening children's speaking, listening and attention skills. During story time with the older children, staff ask them to recall their knowledge of a story. Children confidently talk about the story, Billy Goats Gruff, and talk about what happens next. They enjoy the opportunity to act out the story and pretend to be a character, such as the big goat and the troll. During activities, children learn some mathematical concepts, such as counting, number order, size and position. Staff promote younger children's communication skills very effectively. They sing songs, look at books, and learn about shape names and colours. All children enjoy mark-making and painting activities. All children learn about different types of vegetables during a printing activity and talk about what they eat at home.

Personal development, behaviour and welfare are good

Children are well cared for in a stimulating, nurturing and positive environment. Children are very well behaved and confidently share with visitors what they enjoy doing at pre-school. Staff are good role models and strong attachments between staff and children are evident. Staff are quick to respond to and praise children's achievements. They tell children they are 'super stars' and encourage them to give themselves a 'pat on the back'. This supports children's emotional well-being. Staff help children to become independent in managing their own personal needs, such as using the bathroom and washing their hands. Children learn to respect each other's differences and the world around them. Support for children, particularly those with additional needs, is very good. This ensures that all children's needs are met and they achieve well.

Outcomes for children are good

All children develop the underpinning skills and confidence they need for their future success and starting school. They develop good social skills, and learn how to share, take turns and use good manners. Children's early literacy and mathematical skills develop very well. Older children learn good listening skills, practise writing their name and begin to link letters to the sound they represent.

Setting details

Unique reference number	EY537230
Local authority	Dudley
Inspection number	10076949
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	17
Name of registered person	Hoult, Donna Louise
Registered person unique reference number	RP511451
Date of previous inspection	19 June 2018
Telephone number	01384 482536

Bumble Beezzz Pre-School registered in 2016. The setting employs four members of childcare staff. All staff hold appropriate early years qualifications at level 2 to 3. The manager holds qualified teacher status. The setting opens Monday to Friday from 8am until 3.30pm during term time only. The setting provides funded early education for two-, three- and four-year-old children.

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