

# Inspection of Bubwith Under 5's

The Centre, Bubwith, SELBY, North Yorkshire YO8 6LX

---

Inspection date: 4 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children are happy and secure. On arrival, they separate confidently from their parents and join in with activities straight away. Children display a sense of belonging and practise their early literacy skills as they identify their name label. They are eager to complete the days of the week and the weather chart. Children show that they feel safe as they settle quickly into the routine and enjoy playing with their friends. They explore the wide range of resources and toys that are easily accessible.

Parents speak highly of staff and the care they provide. Children build positive bonds with staff, who are patient and kind. Staff have high expectations for children's behaviour. They build children's confidence and self-esteem through praise and encouragement for their efforts. Staff prompt children to think about others. For example, they gently remind children to share toys and equipment. Children are keen to hold conversations with staff, who listen carefully and speak clearly to them. Staff repeat and extend the basic sentences children construct, while adding more descriptive words. This helps to expand children's vocabulary.

### What does the early years setting do well and what does it need to do better?

- Staff have a good understanding of how children learn and develop. They complete regular observations and assessments. Staff look at where the children are in their learning and development and what needs to be done next. The manager closely monitors assessment and its use to ensure that, overall, children make good progress.
- Staff support children's developing language skills well. They introduce words, ask questions, use repetition and act as good role models for communication. For example, they enthusiastically talk to children about the marks they are making with paint. However, at times, staff do not fully encourage children to represent their own ideas in their play to further strengthen their creative skills.
- Children are engrossed in activities with toy farm animals as they replicate sounds and discuss with staff where they live. They make connections between their own experiences as they talk about animals they saw on their way to the setting. For example, children discussed where the pigs live and the need to care for them. However, opportunities for children to extend their understanding of numbers and counting are not always used to best effect.
- Parents are highly valued as partners and speak very positively about the provision. They warmly describe the friendliness of the staff team and how happy their children are to attend. Parents value the feedback they receive about the progress their children make and the ability to use the book borrowing scheme. Staff provide parents with regular updates about their children's development and use an online app to aid communication even further. This

approach also offers parents frequent opportunities to contribute what their children are learning at home to enable staff to build on children's existing skills.

- The manager and staff form a strong team and work very well together. They continually evaluate their practice and identify how to make ongoing improvements. This has helped staff to develop strong partnerships with parents to help support their children's individual needs. In addition, staff continually review children's use of play areas. They reorganise these to provide activities that are more clearly linked to children's interests.
- Staff meet the personal care needs of children well. They share information with parents and encourage a shared and consistent approach. Staff work closely with parents to support successful toilet training.
- Staff ensure that children have the opportunity to develop their physical skills, even in stormy weather. They access the large hall where they provide a range of resources. Children show good control of their bodies as they play with balls, hoops, ribbons and materials. Staff support children to learn how to keep themselves safe as they use the stairs and when practising large movements.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their roles and responsibilities to ensure that children are kept safe and protected. They are alert to the signs of abuse and know the child protection procedures they would follow. Staff access training on safeguarding issues, including what they would do if a child might be at risk of radicalisation. They ensure that all safety issues are addressed. Children confidently walk up and down stairs. Staff ensure that children understand how to play safely and how to take suitable risks as they move around the large hall and experiment with movement.

## **What does the setting need to do to improve?**

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

- make better use of opportunities for children to extend their understanding of numbers and counting
- develop further opportunities for children to explore a variety of materials to fully promote their own creative ideas.

## Setting details

<b>Unique reference number</b>	314588
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10062779
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Bubwith Under 5's Committee
<b>Registered person unique reference number</b>	RP518457
<b>Telephone number</b>	07845 123 064
<b>Date of previous inspection</b>	19 January 2016

## Information about this early years setting

Bubwith under 5's registered in 1988. The setting employs three members of childcare staff. All hold appropriate early years qualifications at level 2 or above. The setting opens Monday from 9.15am until 3.15pm and Tuesday, Wednesday and Friday from 9.15am until 12.15pm, during term time only. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Eileen Grimes

## Inspection activities

- The inspector carried out a learning walk with the manager. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as self-evaluation records and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views through written feedback.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020