

Inspection of Bumble Bees Pre-School

Stratford Road, Roade, Northampton NN7 2LP

Inspection date: 20 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

When children arrive, they show that they are familiar with the staff that greet them. Children are reassured when staff take their hand and bring them into the setting. This helps children to feel safe and secure. Children know what to expect from the start of their day. They take their belongings to their peg and then start to play with resources of their choosing. Staff show care and are attentive to the emotional needs of children. However, they are not always successful in ensuring that all children are effectively supported to consistently engage in meaningful learning experiences.

Children develop their creativity through painting activities. For example, they dip a marble in paint and make marks on a piece of paper by rolling it in a tray. Children develop their coordination and problem-solving skills to work out which way to move the tray so that the marble rolls around the paper in different directions. Staff support this learning by suggesting that children use both hands to hold the tray to steady their movement. They explain this is strengthening children's physical skills and control, which they will soon use for writing. However, children's experiences of these more-positive teaching methods are limited.

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

- The manager is not aware of her responsibilities under the data protection legislation, particularly when storing information electronically, such as photographs and information on children's learning and development. However, the manager does make sure that written records are kept safe and secure. She keeps confidential information in a locked filing cabinet.
- The manager has not considered the best ways to support staff so that they can develop their practice to a high standard. She regularly speaks with staff about the children and how to keep them safe and well. However, she does not focus enough on helping staff to improve their understanding of how to deliver the curriculum and improve their interactions with children. This means that children are not supported well enough to learn and develop at a rate that they are capable of.
- Children are able to choose when they would like to play outside. They develop their physical skills and show good hand-to-eye coordination as they throw and catch a ball with a member of staff. Children learn how to keep safe in the sun. They respond positively to staff's reminders to wear a hat and put on sun cream.
- Children show interest and enjoyment when they take part in activities. However, staff do not fully consider how they can organise the learning environment and resources as well as they could. At times, children are not able to access resources that they are interested in to further support their learning.
- Children are familiar with the routine of the day and enjoy playing with their

friends. However, staff are not always consistent when explaining to children how they would like them to behave. For example, when children have minor disagreements about taking turns during a sand activity, staff do not give the same messages to all children. This is confusing for children in understanding the expectations around rules and boundaries.

- Staff provide opportunities for children to develop their independence. Children wash their hands before their snack, demonstrating that they are learning how to take care of their bodies. They choose what they would like to eat from a selection of healthy options and serve themselves. Through this, children are learning the skills they need to be ready to go to school.
- Parents say that they are happy with the care that their children receive at the setting. They say that their children are settled here, and they have secure relationships with staff. Parents like seeing the photographs of what their children have been doing each day. They say that these give them some ideas of what they can do at home to support their child's learning. Staff gather information from parents to find out what children are doing at home. They use this to provide activities that they know children will be interested in.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of safeguarding. They know what to do if they have a concern about a child's safety. Staff keep their knowledge up to date by completing relevant training, such as about female genital mutilation. All staff are trained in paediatric first aid. This means that they can respond appropriately if a child has an accident. The manager recruits staff safely by following a vetting procedure. She ensures the ongoing suitability of staff. Staff complete a daily risk assessment so that the environment in which children play is safe.

What does the setting need to do to improve?

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

	Due date
ensure an understanding of the statutory requirements surrounding data protection and storing information electronically	18/07/2022

implement robust performance management systems to improve teaching and practitioner's understanding of how they should deliver the curriculum for meaningful learning.	30/09/2022
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To further improve the quality of the early years provision, the provider should:

- consider the organisation of the learning environment so children have access to the resources that they need to develop their focus on learning
- support staff to implement the rules of the setting consistently to shape children's positive behaviour.

Setting details

Unique reference number	2531704
Local authority	West Northamptonshire
Inspection number	10208482
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	20
Number of children on roll	10
Name of registered person	Gray, Tina
Registered person unique reference number	2531703
Telephone number	01604863400
Date of previous inspection	Not applicable

Information about this early years setting

Bumble Bees Pre-School registered in 2019. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a creative activity with the manager.
- The inspector spoke to two parents and one grandparent during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

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