

# Inspection of Bumblebees @ St. Paul's

St. Paul's C of E Primary School, Warrington Road, Wigan, Lancashire WN3 6SB

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Inspection date: 14 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children thoroughly enjoy their time at this welcoming and inclusive nursery. Staff greet children with warm interactions. This helps children to settle quickly and feel safe and secure. Children develop extremely strong attachments with their key person. The manager and staff keep children's well-being and enjoyment at the centre of everything they do. They talk to children in a calm and respectful manner, gently reminding them about the need to share and take turns. Children are developing an awareness of their emotions and are caring towards each other.

There is a wide range of interesting and inviting resources, both inside and outside. Children are very familiar with the nursery's established routines and they move freely from one area of learning to another, just as it interests them. They show good levels of concentration and are eager to learn. For example, children thoroughly enjoy tracing over shapes. They talk to staff, naming the various shapes. Staff continually praise the children, which successfully promotes their self-esteem. A board displays the children's artwork and encourages them to feel confident in their own abilities. Children make decisions about their play and learn to manage their own personal care needs. They quickly become independent. Children have lots of fun at the nursery and quickly gain the skills they need for their future learning.

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

- Partnership with parents is a real strength in this nursery. Parents are extremely complimentary about the care and education that staff provide for their children. Parents feel well informed about their children's progress as staff keep them up to date with regular parents' meetings. Parents enjoy the regular homework activities provided. These enable parents to continue their children's learning at home.
- Key-person relationships are effective in supporting children to develop strong attachments with the staff who care for them. Staff interact with children in a calm and reassuring way, staying close and offering support when needed. For example, staff read stories in small groups and encourage the children to recite the story. These relationships and experiences help the children to develop a positive attitude to their learning.
- Managers have a strong vision for the nursery. They have designed a creative curriculum for children to help prepare them for the next stages of their learning. Managers have considered what children need to learn and they plan activities that match their interests. This encourages the children to enjoy learning while playing. For example, the older children have an interest in worms. Staff engage the children in using worms created from pipe cleaners to draw letters in the flour and say the sounds they represent. The children show

good awareness of sounds as they engage in the phonic activity.

- Leaders have an accurate view of what is going well and what needs to improve. Staff comment that they feel well supported by the passionate management team. The managers provide staff with professional development training, and all staff receive regular supervisions. However, these are not always targeted accurately enough on supporting staff to identify specific targets to improve their teaching practice.
- Children have many opportunities to develop their small-muscle skills. They confidently use tweezers, chop fruit and explore daily play dough activities, where they follow instructions to squeeze and roll the dough. The children are developing the skills needed to prepare them for early writing when they transition to school.
- The experienced special educational needs coordinator knows the children in the setting well. All children make good progress. There are effective systems in place to support children and their families when referring to external agencies. However, staff do not always identify the opportunities throughout the day to practise the key skills that the children need to close gaps in their learning.
- Communication and language provision is good. Leaders work closely with local schools in identifying how communication can be supported further in the nursery. Staff spend lots of time talking to the children. They introduce new words, such as 'rhombus' and 'cocoon' while identifying shapes and reading stories.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given high priority in the nursery. Managers and staff are clear about their roles and responsibilities in keeping children safe. Staff receive regular safeguarding training and know the signs that could indicate a child is at risk. They understand the correct procedures to follow if they have concerns about children's welfare, including whistle-blowing if they are concerned about the conduct of a colleague. Staff supervise children closely and carry out risk assessments to help reduce any potential risks.

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

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

- support staff to use opportunities throughout the day to practise key skills with children, to support narrowing gaps in children's learning
- strengthen the arrangements for the supervision of staff, to identify clear targets that support them to further enhance their teaching skills.

## Setting details

<b>Unique reference number</b>	EY302715
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10279773
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Bumblebees @ St.Pauls Limited
<b>Registered person unique reference number</b>	RP905851
<b>Telephone number</b>	07718642592
<b>Date of previous inspection</b>	14 September 2017

## Information about this early years setting

Bumblebees @ St Paul's registered in 2005 and is based at St Paul's C of E Primary School in Wigan. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery is open Monday to Friday, from 9am to 3.05pm, during term time. The before- and after-school club is open Monday to Friday from 7.30am to 8.50am and from 3.15pm to 6pm, during term time. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katie Bonney

## 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 nursery.
- The management team led the inspector on a learning walk and they discussed the early years curriculum.
- The inspector carried out a joint observation with the manager of older children taking part in group circle time.
- Parents shared their views on the setting with the inspector.
- The inspector spoke with staff and discussed safeguarding knowledge.
- The inspector held a leadership and management meeting with the management team.

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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