

Inspection of Bumble Bees Pre-School

Stratford Road, Roade, Northampton NN7 2LP

Inspection date: 23 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff support children to feel safe and secure. Children greet staff and their friends with a cheerful 'hello'. Most children separate from their parents and carers with minimal support. For those children who become tearful, staff cuddle them and offer reassurance. They talk to them gently about their home experiences to help them feel settled. Children are quickly ready to join in with their friends.

Staff provide opportunities for children to develop their independence skills. As children arrive, they change from their outdoor shoes to their plimsolls. Staff ensure that the routines of the day are fully embedded. This helps children to know what to expect. At snack time, children help to hand out snacks to their friends. When snack time is finished, children tidy away the cups and plates without being prompted.

Children are keen to engage with the different activities that staff offer and become deeply involved in their play. For example, three- and four-year-old children make sand and mud cakes with their friends in the mud kitchen. They talk about the different utensils they can use to stir their mixture and negotiate roles among themselves. Staff interact with children when it is appropriate to do so to extend their learning.

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

- Since the last inspection, the provider has met the actions set. They have worked with the local authority to develop their knowledge of the curriculum and to refresh their knowledge of the 'Statutory framework for the early years foundation stage'. Staff now receive regular appraisals and know what they need to do to continue to enhance their practice. They now have a secure understanding of the requirements to follow when storing data electronically.
- Staff have a more secure understanding of a sequenced curriculum and what they want children to learn and why. They build on children's prior knowledge and experiences over time. For example, staff talk to children about the bird feeders they have made. Children excitedly say that they have seen a bird and it has eaten all the bird seed. Staff follow this interest and help children to use posters to identify the birds they have seen. Later, children paint pictures of the birds they have seen and identify key features, such as the beak and wings.
- Staff find out about children's home experiences and plan activities to broaden these. Children talk with staff about their experience of living on a farm. They confidently talk to visitors to the pre-school about their favourite lamb that had been born. Children from the pre-school visit the farm to find out about the different animals. Back at the pre-school, they engage in small-world play with farm animals and re-enact their experiences.

- Parents are happy with the care the staff provide. They say that staff are always friendly and approachable. Parents comment they feel that their children have made good progress and that the pre-school prepares them well for when they move to school. However, some parents do not always feel well informed about how they can support children's learning at home.
- The pre-school supports children with special educational needs and/or disabilities effectively. The staff know the unique personalities and individual needs of each child very well. Throughout the day, staff consistently praise children and celebrate all the small steps children make with their progress. When children are not making the progress they should, staff swiftly intervene to provide additional support.
- Staff support children to develop their creative skills. Children confidently squeeze bottles of paint so that they have the desired amount. Staff interact with children well and develop their understanding of the effects of using thicker and thinner paintbrushes. However, staff sometimes step in too quickly to tell children what they think they have painted instead of allowing children to express their thoughts and ideas. This limits children's creative and imaginative skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of the signs and indicators of abuse. They recognise the signs a child may be at risk from extremist views and beliefs. Staff regularly receive safeguarding training and discuss what they have learned together. They know who to report their concerns to in line with local safeguarding partnership guidance. Staff have a secure understanding of children with food allergies and have robust food preparation procedures in place. This prevents cross-contamination. Staff ensure that children are always supervised well. They deploy themselves effectively around the different areas of the pre-school children access.

What does the setting need to do to improve?

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

- improve communication with parents to ensure that they know how to support their children's learning at home
- allow children more opportunities to express their own thoughts and ideas during creative activities.

Setting details

Unique reference number	2531704
Local authority	West Northamptonshire
Inspection number	10247335
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	2 to 4
Total number of places	20
Number of children on roll	8
Name of registered person	Gray, Tina
Registered person unique reference number	2531703
Telephone number	01604863400
Date of previous inspection	20 June 2022

Information about this early years setting

Bumble Bees Pre-School registered in 2019 and is located in Roade, Northamptonshire. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 or above. The pre-school is open from Monday to Thursday during term time only. Sessions are from 9am to 3pm on Monday, Tuesday and Wednesday. On Thursday, the session runs from 9am to midday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The provider spoke to the inspector about how they plan their curriculum.
- The inspector spoke to parents.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector tracked several children and talked to their key person about their development.

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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