

Inspection of Glitter Bugs Pre-School

Redhouse Community Centre, Frankel Avenue, Swindon SN25 2NJ

Inspection date: 19 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Staff implement a positive curriculum that supports all children to meet their milestones in preparation for starting school. Children develop their independence skills and confidently ask for help. They express and manage their emotions with good understanding and control. Staff have good intent for the children's learning. They adapt to children's individual interests and promote learning through their own choices and child-led experiences.

Children excel in their physical abilities. Staff provide children with a wide range of tools to support the development of their small hand muscles in preparation for handwriting. For example, staff set up several stimulating work stations within the environment, such as threading, mark making, digging in gravel with spades and making their own play dough. Children make good progress in using the large climbing equipment with confidence, showing good full body strength and resilience. In recent months, children have developed the ability to climb up the wooden climbing frame and use the pole to slide back down. Children rejoice in their new achievements as they cheer and ask adults to watch them as they demonstrate.

Staff dedicate time to ensure children develop a positive sense of themselves. They aim for all children to feel valued and develop a sense of belonging during their time at the setting. Staff read and send home 'emotion books' and provide parents with information on how to deal with challenging behaviour. Staff discuss how children's actions can make their peers feel, and they always encourage kindness and consideration for others.

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

- Staff provide children with various opportunities to develop their mathematical skills. For example, the monthly focus is based on numbers, with one activity for the older children including digging for coins in the sand tray. Children review the numbers on the coins and count how many they have found. Staff engage children well in these activities and promote good-quality language and ideas to support the children's mathematical skills. However, when staff ask the children questions, they do not always leave a long enough response time, often answering for them. At times, this prevents children from having sufficient time to think, problem-solve and respond.
- Children are respectful of each other and interact very well together. Children successfully seek support from staff when they find activities challenging. They use their manners well to thank adults for their help. Children are confident to choose their own activities and resources and move around the indoor and outdoor spaces freely and safely, following their own ideas and the rules of the

setting.

- Staff and leaders consider inclusion and diversity for all children. For example, staff embrace celebrations, such as Chinese New Year and the festival of Eid. Staff encourage children to bring in items and photos to give clear explanations of their own cultural backgrounds, providing children with a deeper understanding of the world around them.
- Staff support all children to develop their communication and language with engaging activities. For example, they carry out music times with the children, using new words, visual aids and interaction. However, at times, staff do not always invite less-vocal children into conversations, including children who are learning to speak English as an additional language, to extend opportunities for them to practise the English language.
- Staff successfully assess children's development to ensure they are reaching their milestones. They support children's learning and introduce ideas to provide challenge and encourage children's exploration. The manager is the special educational needs coordinator. She evaluates the children's learning regularly to highlight any gaps in their development and ensure continual progression for all, including for children with special educational needs and/or disabilities.
- Parents feel incredibly supported by staff. The well-established key-person system ensures children and their families build good relationships with staff and have clear communication. Staff hold parents' meetings to discuss children's progress and provide ideas of how parents can support their child's development at home. Parents express their gratitude for the support and advice the staff provide regarding school readiness and the development of children's health and self-care.
- The manager supports the staff team well. She ensures staff continually develop their professional abilities, such as through staff meetings and a wide range of training opportunities. The manager ensures staff do not have an overwhelming workload in order to spend quality teaching time with the children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have secure knowledge in safeguarding due to the regular training they obtain. Staff are capable of recognising signs and symptoms of abuse to prevent children from being at risk from harm. Staff understand the importance of confidential record-keeping, ensuring children are monitored well. Staff and leaders know the procedure to contact outside agencies to seek further advice where necessary. Managers have robust recruitment and induction procedures in place to ensure new staff are suitable to work with children.

What does the setting need to do to improve?

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

- engage quieter children more frequently into conversations to enable them to practise their language skills, particularly for children who are learning to speak English as an additional language
- provide children with more time to respond to questions to further develop their critical thinking and problem-solving skills.

Setting details

Unique reference number	EY492857
Local authority	Swindon
Inspection number	10288963
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	35
Name of registered person	Sealey, Katie
Registered person unique reference number	RP910351
Telephone number	07551903573
Date of previous inspection	7 November 2017

Information about this early years setting

Glitter Bugs Pre-School registered in 2006 and re-registered in 2015 due to a change of premises. It operates from a community centre in North Swindon. The pre-school operates from Monday to Friday, during term time. It is open between 8.50am and 2.50pm. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs four staff, three of whom have relevant childcare qualifications at level 3.

Information about this inspection

Inspector

Michelle Oram

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 inspector joined the manager on a learning walk to discuss the curriculum intent.
- The inspector spoke with parents to seek their views of the setting and staff.
- The manager joined the inspector in a joint observation to review staff practice.
- The inspector spoke with staff to review their skills and abilities.
- The inspector observed the staff and children's interactions and the impact these were having on children's learning.
- Children provided insight into their experiences as they spoke with the inspector regularly.
- A leadership and management meeting was held to review relevant documents.

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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