

# Inspection of Bailey's Bumblebees at Westbourne House School Pre-Prep

Westbourne House School, Coach Road, Shopwhyke, Chichester PO20 2BH

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Inspection date:

20 December 2023

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

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

### This provision meets requirements

Staff use their knowledge of the children and their teaching experience to create an inviting club environment for children to enjoy. Staff plan and deliver a broad range of exciting opportunities for children to learn new skills and build on their existing knowledge. Children arrive full of energy and are eager to seek out their friends, ready to participate in the activities on offer.

Staff have a secure understanding of how children learn and make adaptations at the club, so all children benefit from purposeful experiences. For example, there are multiple opportunities for children to be physically active. This includes outdoor play navigating rope walks on pirate boats through to older children learning how to canoe on the lake. Consequently, this helps children learn how to move their bodies in a variety of ways and contributes towards their physical development.

Staff consistently model high expectations for behaviour at the club. As a result, children confidently speak about the 'Westbourne way' rules and behave well, showing courtesy and kindness to their friends. Staff are highly skilled at sensitively meeting children's individual needs, including their emotional well-being. For instance, all children join group time to contribute their ideas. Staff show a keen interest in children's views. They provide tools to help children manage their feelings, so they know how to ask for support. As a result, children demonstrate they are settled at the club and feel safe and secure.

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

- Leaders accurately self-evaluate the provision by seeking the views of children, staff and parents. The nominated individual uses this insight to find out about what is working well at the club and how it can be enhanced. This supports leaders to self-reflect on the effectiveness of what is provided to children and continue to strive for excellence.
- Leaders seek to work with individuals who have specialist training, so they can offer extra-curricular activities to children at the club. This includes swimming, wall climbing, kayaking, biking and canoeing. Children make choices in what they would like to participate in. Staff sensitively provide reassurance to help children build self-confidence to try experiences and develop new skills. This provides children with a range of enriching experiences that helps build on what they already know and can do.
- Staff provide activities that ignite children's curiosity and thinking skills. For example, children work together to adjust guttering tubes, so they can devise ways to make toy cars follow a specific path. They listen to one another and test out their play ideas, showing resilience when plans do not succeed the first time.

Children show resilience to keep trying until they gain the success they wish to see.

- Leaders demonstrate they have good oversight of the club provision to monitor the quality and ensure staff deployment is effective. However, required information and records for the effective and efficient running of the club can, at times, be inconsistent and not always readily available. Nevertheless, leaders recognise this needs to be addressed and show high levels of integrity to review systems and processes to ensure this is done.
- Leaders make good use of their own personal skills, such as playing the piano and guitar to accompany music and movement sessions. All children delight joining in with actions songs and sing with gusto. This helps to extend children's language skills and builds on children's range of vocabulary.
- Leaders obtain information about each child and work closely with families to ensure they hold updated details for every club period. This is to provide assurance that all staff understand and can meet the health needs of children to keep them safe. This also includes dietary requirements and devising health care plans to be followed, where required.
- Parent partnership is effective. Parents hold the staff in high regard in how they know their children well and provide continuity of care. They comment favourably about the quality of the club provision for their children. Parents receive regular updates about their children's day, what activities they have participated in and if they have learned something new.

## Safeguarding

The arrangements for safeguarding are effective.

The nominated individual is the designated safeguarding lead (DSL) and understands how to meet the responsibilities of the role. All staff undertake child protection training, so they are vigilant and alert to indicators that may suggest a child is at risk of harm. The DSL and staff have a good understanding of a variety of safeguarding issues, including how to respond to disclosures of abuse, extremism and county lines. All staff know the process to follow to report concerns in line with local procedures. This includes making referrals regarding concerns about adults who work with children to agencies with statutory responsibilities.

## Setting details

<b>Unique reference number</b>	2649023
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10308672
<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>	Out-of-school day care
<b>Age range of children at time of inspection</b>	3 to 8
<b>Total number of places</b>	75
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Bailey's Bumblebees Ltd
<b>Registered person unique reference number</b>	2649024
<b>Telephone number</b>	07966502059
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bailey's Bumblebees at Westbourne House School Pre-Prep registered in September 2021. The holiday club is located within the grounds of Westbourne House School in West Sussex where they provide holiday care for children aged from three to eight years. The club will operate from 9am till 3pm within the school holidays only. This includes three weeks during the summer holidays, one week in October half term, one week at Easter and two weeks at Christmas. There are 11 members of staff. The highest qualification held is qts. Seven staff hold full and relevant paediatric first-aid training.

## Information about this inspection

### Inspector

Sherrie Nyss

## 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 went on a learning walk to determine the organisation and planning of activities offered to children.
- The inspector observed the quality of activities and routines to assess the impact this has on children's learning.
- The inspector observed the interactions between staff and children as they engaged with activities.
- The inspector spoke with leaders, staff and children at suitable times during the inspection.
- A joint observation was completed and discussed with the nominated individual.
- The inspector held a discussion with the nominated individual in relation to the leadership and management of the holiday club provision.
- The inspector looked at relevant documentation, such as evidence of suitability and vetting checks, first-aid certificates and qualifications of staff.
- Parents views were obtained through the inspection.

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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