

Bumbles Nursery

Inspection report for early years provision

Unique Reference Number	EY280250
Inspection date	07 January 2008
Inspector	Margaret Patricia Mellor
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Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bumbles Day Nursery was registered in 2004. It is privately run and situated in Maghull, Liverpool. Children use three nursery rooms for their care and activities. There is a secure, fully enclosed garden for children's outdoor play. It primarily serves families living in and around the local community.

The nursery is registered to provide care for a maximum of 35 children aged under five years at any one time. It provides a service from Monday to Friday from 08.00 to 18.00 for 50 weeks of the year. There are 60 children on roll aged from four months to four years. Of these, 21 children receive funding for nursery education. It supports children with learning difficulties or disabilities.

The nursery employs 12 staff to work with the children, of whom 11 have a relevant childcare qualification. Additional staff are employed for administration and gardening. Staff receive support from Sefton Early Years and an early years teacher advisor. They are a member of the National Day Nursery Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and comfortable environment, where there are effective systems for cleaning the premises and food preparation. There are good procedures for the collection of nappies but the nappy change facility in the baby room is less satisfactory. The indoor shoe policy and staff consistently following good health and hygiene practices, helps to prevent the spread of cross infection and promotes children's well-being. Younger children, themselves, begin to develop their awareness of simple personal hygiene through their daily routine and as they learn how to wipe noses. More able children gain independence as they brush their teeth and confidently talk about how washing hands helps to get rid of germs or bugs. They build on their awareness through planned activities, such as visits to the local dentist and have plenty of fun as they bath the dolls.

Children's interest in a healthy lifestyle is nurtured and encouraged. They love to be active and negotiate space well, responding with gusto when climbing, hopping, skipping or exploring rhythm to music. They climb stairs using alternative feet and land appropriately when jumping off objects. Toddlers show curiosity and respond gleefully when crawling through the play tunnel or rolling in the ball pool. Babies develop self-assurance pulling themselves into a standing position and walking around the furniture. Children relish doing puzzles, cutting with scissors, mark making and threading beads or cotton reels. They skilfully manoeuvre the mouse whilst playing on the computer, consolidating their fine motor skills through fun, play and learning experiences.

Children enjoy a good range of healthy food options. The breakfast, lunch and high tea are all wholesome and served in ample portions so that children are well nourished. They enjoy a wide variety of fresh fruits everyday, increasing their awareness of a range of different tastes and textures. Staff are keen to share healthy eating ideas with the children through discussions and practical activities, for instance, making pizza with vegetable toppings or fruit kebabs. Staff follow appropriate procedures for the safe storage of babies' formula milk from home, contributing to their health needs. More able children gain independence as they help themselves to water to satisfy their thirst, and toddlers develop their coordination as they drink from feeder type cups.

Children's health is safeguarded very well. Staff ensure children use sun creams, wear hats, have plenty of drinks and play under the gazebo or in the shade of the willow den on hot days. Individual dietary needs are well communicated, therefore, parents' wishes are respected and children remain healthy. All staff have accessed Sudden Infant Death Syndrome training and 11 staff members have a relevant first aid certificate. There are effective procedures for reviewing the contents of the first aid boxes, therefore, children's minor injuries are dealt with appropriately. Medication is stored out of children's reach in a secure cabinet and staff act in children's best interests when they are ill, supported by the detailed sick child policy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move freely with pleasure and confidence in nursery. Staff follow appropriate health and safety procedures for checking the play materials so children remain safe. They vigilantly monitor access to the premises, supported by a door intercom entry system and effective

procedures for the collection of children in an emergency. They carry out a daily written premises check, minimising the risk of children accidentally injuring themselves. There are effective procedures for checking the fire equipment but the portable appliance checks are less rigorous. Children enjoy a variety of safe challenges on the portable toys and large play equipment in the secure outdoor play area. There are well thought out procedures for keeping children safe and well, whilst enjoying outings. Children are appropriately seated and secured in the mini bus, therefore, they travel in safety and comfort.

Children freely and safely access the activities. The nursery rooms are spacious and creatively organised by staff. There are a wide variety of age appropriate toys for children to play with, which provide appropriate challenges and stimulate enjoyment. Babies crawl over toys to seek out what they want to play with, whilst more able children confidently self-select play materials that interest them from the tables, trays and toy boxes at child height. Children relax in comfort with their friends because the furniture and comfy floor cushions are suitable for their needs.

Children begin to learn aspects of personal safety. They regularly practise what to do in the event of a fire and crossing roads when walking in the community. Staff gently remind children about picking up toys, giving clear explanations, for instance, they may trip and hurt themselves. Children build on their awareness of how to keep themselves safe through planned activities, such as visits from the fire brigade. They sleep in safety because staff regularly record checks on them and are close at hand to respond to their waking. Children's well-being is further assured because there is a designated safeguarding co-ordinator. They have accessed relevant training and are knowledgeable about child protection issues. They demonstrate a strong understanding of the procedure to follow should they wish to report a concern. This is supported by the safeguarding policy, making the well-being of children in their care a high priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and relaxed in nursery, promoting their personal, social and emotional development. Younger children begin to play sociably alongside one another and with each other whilst staff are close by for reassurance. They begin to learn to cooperate and particularly enjoy playing peek-a-boo games with adults. They gain confidence, building relationships with their peers and staff, who are attentive as they talk, listen and play with the children. They are keen to engage staff in their activities, for instance, as they play with the small world toys or in the sand. Children show a good awareness of how to behave and keep themselves healthy and safe.

Children are making good progress in all areas of their development. Staff are using the 'Birth to three matters' framework and progress files to promote children's learning and development. Younger children begin to concentrate to complete tasks, for instance, putting simple puzzles together or building a tower with blocks. They enjoy singing rhymes with actions and love to look at picture books. They develop a strong sense of 'Me, Myself and I'. Babies smile at their reflection in the mirror, explore objects with their mouth, play with their fingers and respond to their name. They are gaining control of their physical needs, for instance, seeking eye contact as a way of communicating when tired or hungry. They find a voice, babbling and chuckling as they shake the toys that make sounds. Toddlers enjoy making repetitive sounds and sometimes repeat simple words they hear or point to colours when playing. Staff consolidate children's learning, for instance, repeating unfamiliar words or talking about colours and shapes, whilst playing with blocks.

Children have plenty of fun in nursery. They are motivated and very involved in their play. They respond gleefully as they choose whether to play in the home area, crayon, look at books or make models with construction resources. They begin to explore using their senses. They listen to music, taste different fruits and respond gleefully as they feel the different natural resources in the treasure baskets. They discuss the smell and texture of the gingerbread mixture, both before and after it is cooked. Children's early years experiences are further nurtured through walks in the local community.

Nursery Education.

The quality of the teaching and learning is good. Staff are very knowledgeable about how children learn and the Foundation Stage and six areas of learning. They provide a wide range of activities, appropriate for the age and ability of children attending, whilst presenting suitable challenges. Activities are well planned and topic based around children's interests, providing them with a varied, stimulating programme. Staff evaluate to monitor the children's learning outcomes and record how this supports plans. Staff use observation effectively to assess the children's progress and track their development through the stepping stones. They effectively use the children's assessments to address future plans and identify resources needed to support the children's learning.

Children enjoy good adult support. Staff are keen to motivate children's learning, skilfully judging when to become actively involved and when to allow them to independently explore. During group activities, staff give clear and concise instructions. They explain with the scales how much flour is needed to make the gingerbread biscuits, and the rules of the game when playing matching games. Staff show a keen interest in what children do and say. They ask children about the models they make with construction blocks.

Children's creative skills are fostered generally well. They make a fire engine with recyclable materials, do collage pictures, and relish playing in the sand, water or gloop. They spontaneously dress up or role play in the home area, and love to decorate biscuits they bake and make wands out of willow branches. They have a strong sense of belonging and are proud of their achievements which they eagerly share with others. They happily show adults their drawings but much of the children's art work is adult guided. Therefore, children freely expressing their creativity through art and craft activities is not fully explored.

Staff provide interesting activities to encourage children's curiosity and investigation skills. Children learn first hand about the life cycle of the caterpillar as they watch with interest as it turns into a butterfly. They talk excitedly about visits from the farm and feeding the goats. They help the gardener and learn that the daffodil bulbs they plant need sun, soil, water and light to help them grow. However, there are few investigative resources for children to spontaneously explore and observe natural or made objects in the environment. Children learn about technology and delight in playing with the telephone, calculators and cash register. They particularly relish playing on the computer and begin to use reason and logic to move the mouse to match shapes. They have plenty of fun using the digital camera and begin to learn how to print the photographs they take. Children enjoy visits to places of interest, for instance, the dentist, library and pet shop.

Children are happy, interested and involved in their activities, relating well to each other and adults. They demonstrate good levels of independence for their age and level of maturity. They self-register as they arrive, help set the table at lunchtime, brush up the sand and sometimes make their own pizza. They concentrate well in a group situation and persist in tasks to achieve

outcomes, for instance, making models and doing jigsaws. They confidently count to 10 or more as they play number games or sort toys into boxes. Children listen to simple instructions, for instance, matching numbers and shapes. They are encouraged to use mathematical language when doing jigsaws or sorting toys into boxes. Staff consolidate children's learning with rhythmic activities displayed numerals and opportunities to attempt simple calculation in everyday routines.

Children become confident communicators. They initiate conversation with adults, chatting fondly about their family and what they do at nursery. They have access to lots of books for enjoyment and competently hold books the right way up as they turn the pages. They extend their learning that print carries meaning through displayed words and captions. Many opportunities are provided for children to practise their writing skills and mark making, with free access to a variety of writing materials and paper. More able children write from left to right as they mark make. They recognise their own name and sometimes the names of others. Children's learning is enhanced with weekly Spanish lessons when they sing simple rhymes with gusto.

Helping children make a positive contribution

The provision is good.

Children are very settled and content in nursery. They happily select activities, which helps to make the environment relaxed, bright and attractive to them. There is a named coordinator for special educational needs, who has a strong understanding of learning difficulties and disabilities. They regularly attend the local network meetings and training events, such as 'Sign Language'. They work in close partnership with parents and other professionals, helping to meet all the children's needs. Children, themselves, begin to develop positive attitudes towards others as they play with different nationality dolls, small world toys, dress up in African clothes, do puzzles, look at books and learn simple sign language. They enjoy celebrating special events in their own lives and develop their awareness of other cultures through festivals, such as Chinese New Year when they eat noodles with chop sticks. However, there are few resources reflecting positive images of disabilities, therefore, children's awareness of diversity is not fully promoted.

Children's self-esteem is nurtured in a positive environment. They are encouraged to feel good about themselves. Staff are good role models and use plenty of praise and stickers to acknowledge what children have done well. They are very polite and attentive encouraging children to express their interests and talk about what they are doing. Younger children relish staff's close contact and cuddles as they play with the toys or show signs of tiredness. They are well occupied and very involved in their play, and as a result behave very well. They are developing good social skills as they begin to understand what is expected of them. More able children are very courteous as they spontaneously say 'please' or 'thank you'. They are supportive of one another as they willingly take turns, whilst younger children begin to develop the concept of sharing. They are confident to relax in staff's presence, for instance, as they sit together and chat at mealtimes. Children's spiritual, moral, social and cultural development is fostered.

Children's needs are met very well. They develop good levels of self-esteem and staff form close and caring relationships with children. New children settle well because they are encouraged to bring things from home to carry, suck or play with. Adults recognise that this may help children move between home and a new environment. Parents are provided with an information pack about the nursery activities as part of the enrolment procedures. They comment very positively about their children's care, progress, gentle transitions between rooms and

relationships with staff. They willingly support activities, such as charitable fundraising events or taking the hamster home at weekends. There is a very good ongoing sharing of information about the children. Staff take time to write children's day diary sheets and chat to parents as they arrive. A detailed notice board and regular newsletters keeps them up to date with developments. Children's continuity and the quality of care offered is fostered through this meaningful relationship between home and nursery.

Partnership with parents of the nursery education is outstanding. There is excellent written information for parents about the children's learning programme and early learning goals. Information about the Foundation Stage and children's learning is also discussed informally. Parents are particularly pleased with the library books children take home and the written fact sheet about how reading supports the six areas of learning. Questionnaires and a suggestion box welcome their comments on how they perceive the quality of childcare and education offered. There are three open evenings a year for parents of children in receipt of the nursery education grant to meet with their child's key worker. They talk enthusiastically about the children's end of term progress reports, making parental involvement in their children's learning a high priority.

Organisation

The organisation is good.

Children's well-being is promoted and safeguarded in a caring environment. There are rigorous systems for the recruitment, induction and supervision of adults who care for the children. There is written confirmation that staff are vetted and effective procedures so persons not vetted are not unattended with children. There are well written policies which are understood by staff and work well in practice. Training, such as first aid, safeguarding, and lifting and handling also assist staff in providing an effective service for the children. All the necessary regulatory daily documentation is in place, stored with regard for confidentiality and made available for inspection.

Children benefit from good adult support and the experience of qualified staff. They are cared for in three age related groups and every child has a named key worker, contributing to their happiness and sense of security. Staffing ratios afford children good levels of individual and group support, helping to meet all their needs. The environment is creatively organised by staff allowing for both active play and relaxation. There is a good balance of activities, assisting children to develop their independence and create friendships. Children gain confidence and have plenty of fun, pursuing activities that appeal to them with their friends. The regular sharing of information with parents fosters and encourages children's continuity of care.

The quality of leadership and management of the nursery education is good. The manager and staff enjoy very good working relationships, reflected in the children's confidence, happiness and strong sense of belonging. The manager effectively monitors the activity plans and organises staff meetings and appraisal sessions. There is a strong commitment to improving the care and education for all children. Staff are keen to enhance their own self-development through resource materials and regular attendance on childcare courses, for instance, the 'Birth to three matters' framework, 'Technology' and 'Outdoor play'. Children are involved in purposeful activities, enhanced by staff's knowledge of child development and how children learn. Regular planning times and team meetings help staff to share ideas. Staff continually evaluate what they are doing and set actions to improve practice, further contributing to the quality of care and learning offered.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the previous inspection one recommendation was raised to meet the National Standards and improve the quality of care, which referred to organisation. The provider has reviewed the safeguarding children and special needs policies, therefore, safeguarding children, and improving the quality of care offered.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the nappy change facilities
- take steps to minimise the risks to children in relation to portable appliances
- continue to build upon the range of resources that promote children's awareness of people in the wider community.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase the opportunities for children to freely express themselves in art and craft activities
- increase children's access to investigative resources so they can explore and observe natural and made objects.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk