

# Bluebells Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	113379
<b>Inspection date</b>	01/12/2009
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Bluebells Day Nursery was registered in 1999. It is a private nursery held in a modern converted farm building in Partridge Green. It is open between 8am and 6pm, Monday to Friday all year round. There is a secure enclosed garden for outdoor play. Access to the premises is via one step.

The group is registered for a maximum of 16 children from two to under five years. There are currently 27 children on roll. Of these, 13 children receive funding for the provision of free early education. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the childcare Register.

The nursery currently supports children with special educational needs. They employ four staff, all of whom hold appropriate early years qualifications. The setting receives support from the local early years advisory team.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are making good progress in this welcoming and safe setting. Children thoroughly enjoy their time as they play and explore. Partnership with parents are a key strength of the provision. The management and staff team clearly identify the way forward and all staff work hard as a team to provide good quality experiences for the children. Effective, ongoing evaluation, that supports plans for the development of the provision is beginning to evolve.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- continue to develop systems to self-evaluate practice to identify strengths and priorities for development that will enhance the quality of the provision for all children in partnership with parents and children

## **The effectiveness of leadership and management of the early years provision**

All staff update their knowledge and understanding of child protection and a thorough safeguarding policy is in place for staff to follow should the need arise. Staff place a strong emphasis on children's safety and well-being. Good staff deployment and a high adult ratio ensure children receive good levels of adult supervision. A risk assessment is undertaken daily in and outdoors so that children are able to freely explore in their welcoming and cheerful nursery. All of the provision's policies and procedures are up-to-date and underpin the good practice carried out by staff. The layout of the rooms enables children to move around with

ease as they help themselves to a good range of toys and resources. Staff follow good practice to ensure the recording of existing injuries, medication administered and accidents that may take place while in their care. All staff are trained in first aid to ensure children receive appropriate care in the case of an accident. These procedures help children to feel safe and secure in their environment. Healthy and nutritious snacks are offered, and parents are encouraged to provide healthy lunch boxes.

Staff work extremely well with parents and carers, gathering and exchanging clear information to ensure children's individual needs are continually met. Staff do their utmost to make all feel welcome and value their views and comments. There are very good settling procedures where new children and their parents are invited to spend time in the nursery. There are comprehensive parents' notice boards throughout the nursery giving information on planning, activities, policies and procedures. Staff make sure parents know exactly how their children are developing. Informal discussions enable parents to be extremely well informed about the nursery and service provided. The children's profiles are regularly shared so that parents are kept informed about children's progress and achievements. Parents are invited to come into the nursery to talk to the children about aspects of their jobs, for example the role of a pilot. Questionnaires are distributed so that parents can comment on the provision and action is taken where possible to develop their ideas. For example, the setting has purchased a more challenging climbing frame for the children based on feedback from parents. Management and staff work hard to foster good relationships with schools and other professionals who may be involved with the care of some of the children. Parents particularly value the small friendly, very consistent staff team and the rural location with a wealth of opportunities for outdoor play.

The setting promotes equality of opportunity, ensuring all children and families are respected and valued in line with their individual needs and backgrounds. Each child's individual needs are recognised and fully supported. This supports and enables them to make progress and feel valued and fully included in the setting. The management works closely with staff encouraging them to play an active role in further developing and improving the setting to benefit the children that attend. They encourage and promote staff to attend training to gain relevant qualifications and update their knowledge. As a result, staff team work closely together and feel valued as individuals. A system of self-evaluation is in place, however this needs to be further developed to promote continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from a broad range of interesting activities that cover all six areas of learning each day. Staff use their knowledge of the Early Years Foundation Stage (EYFS) to provide interesting, suitable learning experiences that now centre on children's interests and capabilities. Both planned and spontaneous observations are made to enable the staff to accurately assess the level of children's achievements and the next steps they need to make. These observations are clearly recorded in the children's profiles and are supported by photographs,

examples of the children's work and contributions from parents.

Children have good opportunities to develop their communication skills, for example, they speak about their favourite Christmas present or use talk in imaginary play situations, such as a playing pretend hairdressers. They had fun as they washed hair and created elaborate hair styles using slides and hair grips. Children understand they can use writing for a variety of purposes and are beginning to write for themselves. Children have good counting skills and learn to count up to 10 and beyond. For example, during circle time they count the number of children present.

Children enjoy a range of outdoor activities and learn how to control their own bodies and negotiate space when playing on the wheeled vehicles. They thoroughly enjoy using the robust climbing frame to develop skills and large muscles. Children learn about the wider world as they grow their own vegetables such as potatoes, peas, courgettes and beetroot. They have use of the adjoining fields for nature walks and enjoy exploring the natural environment as they collect leaves, acorns which they observe or use in art activities. They learn about safety on trips to the fields, and also why it is important to tidy up and put things away.

Children are encouraged at all times to show respect and care for themselves and others. This promotes children's understanding of keeping safe and healthy also. A range of world faith festivals are acknowledged, for example during the Jewish Rosh Hashanah celebration children made honey cake as a wish for a sweet new year. Children feel safe as staff have loving and caring relationships with them. They form strong attachments to adults and other children within the nursery. All staff apply clear and consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Staff know individual children well and provide them with a good level of sensitive and appropriate support.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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