

# Bumbles Day Nursery Ltd

Inspection report for early years provision

---

**Unique reference number**

102765

**Inspection date**

03/06/2010

**Inspector**

Julie Wright

**Setting address**

Daromaba House, Clemo Road, Liskeard, Cornwall, PL14  
3XA

**Telephone number**

01579 343767

**Email**

kirstyallen@hotmail.co.uk

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Bumbles Day Nursery and Out of School Club is a privately owned provision. It opened in 1995 and operates from several rooms in an independent building on a small industrial estate. It is situated on the outskirts of Liskeard town.

The nursery is open each weekday from 7.30am until 6.00pm for 51 weeks of the year. The out of school club operates from 7.30am until 9.00am and 3.00pm until 6.00pm during term times. In the school holidays it is open from 07.30am until 6.00pm. All children share access to a secure enclosed play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 54 children in the early years age range, 18 of whom may be under two years, at any one time. Out of School care is available for a maximum of 40 children, aged from five to under eight years, at any one time. There are currently 205 children on roll, 126 of whom are in the early years age range.

The nursery employs 24 members of staff, 19 of whom hold appropriate early years qualifications and four staff members are currently working towards qualification. The setting receives support from a local authority advisory teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in secure and suitably maintained premises. Staff provide a warm welcome and a relevant programme of activities for children, in each of the age groups. Policies and procedures to promote health, safety and welfare are in place and mostly comprehensive. Staff demonstrate a clear understanding of children's individual needs, which are met generally well within the daily routines. Partnerships with parents are good, contributing to consistent care for children and effective communications. Management and staff are developing their skills in reflective practice, in order to reflect on and fully evaluate their provision.

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

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

- review the planning, preparation and organisation of activities to ensure that children are consistently well engaged and occupied
- improve the vetting and recruitment procedures to ensure the health suitability of staff
- develop further the planning and provision of outdoor learning opportunities for all children
- improve the opportunities for children to develop their knowledge and understanding of information technology.

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

Staff implement their policies and procedures to promote safety for children. There is a secure entry system and staff supervise the exits well as children arrive and leave. Written risk assessments and routine visual checks help to identify and minimise risks to children. The fire drill is practised regularly and drills are logged as required. Staff demonstrate a satisfactory knowledge and awareness of the procedures to safeguard children and the policy is available to parents. Vetting and recruitment procedures are in place, although not completely robust to ensure health suitability of staff. An induction process for new staff or students is conducted, followed with annual appraisals to assess continued suitability and further development. Records and documentation regarding children's welfare are suitably maintained in order.

Children are based in rooms according to their age and there are also times when groups join together. Space is used well and most areas are appropriately organised with resources to meet the children's needs. Babies and children under the age of three years are cared for in one side of the nursery, partitioned into sections. Babies have a separate sleep room and a quiet area is made for toddlers who sleep after lunch. Nursery children share the outdoor play area, with a rota operated in the holidays for older children. Resources are reasonably maintained and mostly accessible to children. Staff have begun to include outdoor play in their planning, although organisation and preparation of activities is not consistently effective. For example, the outdoor area is not always sufficiently prepared for children to play, and staff spend time going to and from the building to bring out activities and resources. The sand pit is not always replenished in readiness and storage space outside is limited. Staff create shaded areas to offer some protection from the sun and children are delighted to play outside. The large out of school club hall provides a very useful alternative space for physical activities.

Staff work within required ratios but during busy periods of the day are sometimes less efficient. For example, children have sun cream applied in turn whilst sitting waiting for their breakfast, which results in their food being delayed. Throughout the day staff promote children's understanding of hygiene routines and being safe. They act as good role models and encourage positive behaviour. Children's achievements are celebrated and they are pleased to receive stickers for helping with simple tasks. The setting has taken part in a healthy eating project, they have had their food analysed and then made improvements to their menus. Parents are given information on healthy options, which contributes to children's well being. Staff complete a minimum of 24 hours training each year, all have a first aid qualification and have attended courses on the Early Years Foundation Stage framework. They demonstrate a clear understanding of children's learning and development and most are confident in the delivery of the curriculum. However, not all staff consistently extend or challenge children in their activities.

Staff are attentive to children and have a suitable settling-in procedure, which helps children to feel secure. The key person system promotes consistent care and

is particularly beneficial to the youngest children. Nursery staff use daily message books with parents of babies, and also to liaise with staff for children who attend other settings. Parents are well informed about children's welfare, progress and their activities. They provide positive feedback at inspection and highly compliment the care given to their children. Staff observe, assess and plan for children's individual progress and share the records with parents. The system has recently been reviewed and staff are implementing a revised monitoring process. They have made some improvements since the last inspection and have suitable action plans in place. The setting demonstrates a sound capacity to secure further developments.

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

Babies and toddlers benefit from stimulating toys and activities that interest them and promote development. They respond to familiar faces as staff ensure good eye contact, gently talking to babies to help them feel secure. Staff have improved the provision of play materials for the youngest children. Babies and toddlers experience a variety of different mediums, such as, 'gloop', water and paints. Cloth and card books are accessible, promoting their earliest interest in the recognition of pictures. Babies become used to group situations and observe what is happening around them. They learn to be inquisitive as they gradually gain mobility, exploring their surroundings. For example, they touch a low level wall display to experience different textures and forms. At mealtimes babies are sat in a semi-circle of high chairs so that they can see each other, which is sociable and inclusive. However, this is not consistent practice in each area of the nursery. Tweenies enjoy creative play, such as, spreading glue to make glittery pictures. They blow and chase bubbles outside, then use the toddler slides or go into in the play houses. Staff provide a balance of supervised free play and group type activities. They engage with the children and interact with them, for instance, a member of staff instigates tickling and chasing games with younger children. Children show interest as a powder is put into a container which reacts when mixed with water. Staff prompt them to think about how it feels as children squelch balls into the mix. However, learning is not further extended to encourage children to compare the physical changes.

In the pre-school room children make independent choices and also take part in group activities. They select their names and sit together for circle time, where they listen and take turns to share news or contribute to the topic. Children are happy and develop confidence, showing good levels of self-esteem. They cooperate well and demonstrate a good understanding of what is expected of them. For example, they readily help to tidy up when asked and form an orderly line to go outside. They follow a member of staff who holds a replica road sign to show when to 'stop or go'. This reminds children about safety as they cross by the car park. Children have good hygiene routines and benefit from regular physical play opportunities, which effectively promotes their health. Children develop knowledge and understanding of the world through a suitable range of activities. For instance, they have previously sown seeds to see how cress emerges, although, opportunities for growing and planting outside are limited. Planning

includes topics or events which help children to become aware of similarities and difference in people and places. Some children go for walks with staff which develops their sense of the local community. Children observe the giant snails in their tank and learn about taking care of things. 'Pet' days provide opportunities for children to see and handle animals, such as, a dog, guinea pigs and a mouse. These activities encourage care and concern, promoting positive attitudes.

Children make sound progress in their overall development. Communication, language and literacy skills are encouraged through play and children confidently express their ideas. Everyday activities provide opportunities for to consider number and make simple calculations. For instance, children helping at snack times work out 'how many places' or 'how much more' is needed. Children sing at various times during the day, enjoying action rhymes and games. They have some opportunities to discover how things work as they play with mechanical or reactive toys. Role play resources include replica household items, reflecting some technology. However, the computer area and related equipment is not readily available to use, which limits children's opportunities to develop understanding of information technology. Children enjoy their turn to take 'Florence the Bear' home and share the experience with their families. Parents are also welcome to contribute their knowledge and expertise, such as, to help children learn about safety or the roles of 'people who help us'.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----