

Bumble Bees Nursery

Inspection report for early years provision

Unique reference number EY406022
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Inspector Lucy Showell

Setting address 177 Station Road, Stechford, BIRMINGHAM, B33 8BA

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Type of setting 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*.

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.

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Description of the setting

Bumble Bee's Nursery was first registered in 2002 and with the current provider since 2010. It operates from converted bank premises in the Stechford area of Birmingham. The setting operates over two floors, with pre-school aged children being cared for on the first floor. The building is accessible on the ground floor and via a staircase to the upper floor. All children share access to a small, secure enclosed outdoor play area. The nursery serves children in the local community and surrounding areas.

A maximum of 50 children may attend the nursery at any one time who are within the Early Years Foundation Stage. There are currently 72 children on roll who attend on a part-time basis. The setting can support children with learning difficulties and/or disabilities and those who speak English is an additional language.

The setting is also registered on the compulsory part of the Childcare Register, although it currently only cares for children in the early years age range. The nursery is open each weekday from 07.30am to 06.00pm all year round, except for public holidays and a week at Christmas. Children attend for a variety of sessions. There are 11 members of staff, 10 of whom hold appropriate early years qualifications. There are four members of staff who are working towards additional qualifications, including one who is in the second year of a Foundation Degree course.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Bumble Bees Nursery provides for happy children in a welcoming and homely environment. Staff have an appropriate understanding of the Early Years Foundation Stage and sound knowledge of the welfare requirements within. Their partnership with parents and associations with other early years professionals are being developed to ensure all children's individual needs are inclusively and consistently met. Well-written and informative policies and procedures are available and they are beginning to establish some adequate methods of self-evaluation and identify future goals, which shows a reasonable capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- Make sure there is time and space for children to concentrate on activities and experiences and to develop their own interests
- deliver personalised learning, development and care to help children to get the best possible start in life

- encourage children to learn and recognise the importance of social rules and customs, to show understanding and tolerance of others, and to learn how to be more controlled in their own behaviour
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop the posters, pictures and other resources on display to show positive attitudes to disability, and to ethnic, cultural and social diversity and to help children and families to recognise that they are valued
- ensure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Staff have a sound understanding of child protection procedures and secure knowledge of reporting concerns and dealing with allegations. This is supported through clear and detailed information written in line with the Birmingham Safeguarding Children Board's guidance. This includes contact details, which are displayed for parents and visitors. Appropriate recruitment and vetting systems are in place, which ensure all people working with the children are suitable to do so, and records of the staff show basic information regarding training, experience and qualifications. Written risk assessments have been completed to show all the current identified aspects and staff record when checks are carried out and any maintenance issues to share with the owner. Fire detection equipment is maintained and evacuation procedures displayed, however, evacuation drills have not been carried out and therefore children and staff may not know what to do in the event of a fire.

The leadership, management and staff structure is developing well to promote efficient team work. Valued staff have worked hard with new enthusiasm and are beginning to establish roles and responsibilities to ensure children's needs are met. For example, staff working with children with possible or identified special educational needs and/or disabilities share helpful information with parents and other professionals for a consistency in practice. The staff recognise the importance of continuous quality improvement and have taken on board advice from Local Authority Early Years Consultants and advisory teachers. Effective progress has been made to improve the outcomes for children and some initial areas for development have been identified. However, they have not embarked upon a self-evaluation process to clearly identify their strengths or actioned the priorities for development that will improve the quality of provision for all children. The nursery is developing their resources well. They have accessed some new equipment and make good use of the resources available from the previous registration. For example, much of the furniture and toys were already at the nursery and have been shared accordingly to meet the children's requirements and interests, and equipment, such as ingredients to make their own play dough, is readily available.

The nursery staff are welcoming to parents and other carers and the key person

system enables information to be shared on a daily basis. The staff are thinking of ways to involve parents more within the nursery by inviting them to join in sessions to share their expertise and by sending out questionnaires in varied formats to gain opinions and ideas for development. The nursery provides for families from a varied community, and some efforts are made to draw on the many rich cultural, ethnic and socially diverse elements of their local environment. A colourful display in the front entrance welcomes people in various languages, however, there are very few other posters, pictures and resources to show positive attitudes and help children and families to recognise that they are valued.

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

Children happily enter the nursery, greeting each other as they arrive and receiving a friendly welcome from the staff. Good health is encouraged as children enjoy freshly cooked and nutritious meals provided by external caterers, and snacks and light teas prepared by the nursery staff. Individual dietary requirements are adhered to and free access to drinks ensures children are suitably refreshed. Care skills, such as washing hands and independent toileting, are encouraged and space and equipment is provided for children needing to rest or sleep. There are suitable nappy changing facilities, and formula milk drinks, which are provided by parents, are prepared following current health and safety guidelines. Children are developing reasonable skills for the future as they are encouraged to take some responsibilities. For example, older children scrape their plates and bowls when they have finished their meals and younger children are encouraged to speak politely using 'please' and 'thank you'. However, appropriate methods of behaviour management have not been established as staff do not reinforce gentle reminders and prompts during play. As a result, children do not always listen to the staff or show understanding of how their actions impact on others. For example, several children shout out demands to staff, run around crashing into each other and sit watching their peers and staff members tidy up.

There is some flexibility within the day with regard to activities, such as accessing the outdoor space or using creative media. However, throughout the sessions the routine snack times and staff changing resources whilst children are playing, means that children do not always have the opportunity to concentrate on activities or explore their own line of enquiry. Across the nursery, sound relationships are being built and as a result children are making reasonable progress in all areas of learning and development. Staff are recognising the benefits of producing learning journals for the children, with some lovely observations, assessments, photographs and examples of children's work included. As a result, staff have increasing understanding of children's achievements and developmental progress alongside the knowledge of the children's interests and next steps in learning. However, the planning is topic based with reference to overall developmental matters rather than linked to their knowledge of the children's starting points. Consequently, children are not benefiting from personalised learning where they can have an active role in leading their own opportunities.

Children enjoy acting out scenarios from real and imagined experiences with a range of resources. For example, in the role play home corner, children 'cook' dinner for their friends in the kitchen, change the 'babies' before feeding them and putting them down for a nap in the mosses basket and whilst playing with the pirate ship children carefully select guns and bags of gold and control the pirates as they win the battle. Staff ask appropriate questions to extend children's learning. For example, whilst completing jigsaws, children are asked what is happening in the picture and they receive praise and encouragement when they respond with thoughtful answers and additional questions. Children benefit through manipulating the freshly made play dough. They squash it between their fingers and watch as it squeezes out at the end, press construction bricks into it making patterns and marks and use cutters to make recognisable shapes. Some children enjoy practising their writing skills as they take messages whilst on the 'telephone', and show some understanding of technology as they move the aerials to get a better signal and place the telephones back on the charging station because the batteries have run out.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Met