

# Bundles of Joy Day Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | EY401277  |
| <b>Inspection date</b>         | 11/11/2010  |
| <b>Inspector</b>               | Jennifer Turner   |
| <b>Setting address</b>         | 67 Old Meeting Street, West Bromwich, West Midlands,<br>B70 9SR |
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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*.

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

Bundles of Joy Day Nursery originally opened in 1999 and was re-registered under the current ownership as a limited company in 2009. It operates from six rooms laid out over two floors in a detached building in West Bromwich, West Midlands. There is no lift access to the first floor. There is a fully enclosed area available for outdoor play. The setting is within easy access of local facilities.

The nursery is open Monday to Friday all year round from 7.00am until 6.30pm. Children are able to attend for a variety of sessions and come from a wide catchment area. A maximum of 40 children in the Early years age group may attend the nursery at any one time. The provision is registered by Ofsted on the Early Years Register and also on the Compulsory Childcare and Voluntary Childcare Registers. The setting has procedures to support children with learning difficulties and/or disabilities and strategies to support children with English as an additional language. The provision maintains close links with local schools and has links with other Early Years Foundation Stage providers.

The setting employs 13 members of childcare staff. Of these, six hold appropriate early years qualifications to National Vocation Qualification Level 3. Other staff hold Level 2 qualifications or are working towards relevant qualifications and three staff hold a level five qualification. The manager is supernumerary. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is safeguarded and their individual needs are met because the staff have a good understanding of their roles and responsibilities. Children are at ease in an environment that promotes their learning effectively. Staff offer an inclusive and welcoming provision, because they know the children well and this supports children's progress towards the early learning goals. The close partnership with parents contributes considerably to children's care and learning, although partnerships with other providers are not fully developed. The manager and staff have made some effective changes to the provision for the benefit of children and there are some plans to develop the provision further in order to achieve more successful outcomes for children.

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

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

- develop further how the information gathered from observation and assessment is used to influence future plans for children's learning and development, to support children to reach their full potential

- develop a system for sharing relevant information with other settings where children receive care and education within the Early Years Foundation Stage
- develop further the process for consultation with parents, staff and children in the self-evaluation process.

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

Staff have a good understanding of the safeguarding procedures and they are aware of their role and responsibility with regard to identifying and reporting child protection concerns. All records, policies and procedures are in place to safeguard children and there is a secure system for the rigorous vetting of staff. The completion of regular risk assessment promotes children's safety, as staff check the outdoor area each time a group of children is taken outside.

The management team have commenced a process of evaluation of the provision, which demonstrates some commitment to continuous improvement, however parents, children and some staff have not been fully involved in the process. Staff are deployed effectively to support children and they organise a learning environment that is made inviting and interesting for the children. This fosters children's curiosity and inspires their imagination as they are able to move around freely. The staff access regular training to develop their knowledge and skills, such as first aid, child protection and Makaton. They have recently introduced a 'Wow moment' chart which includes information about significant things children have achieved. They are currently reviewing the process for the observation and assessment of children's learning and development, because some records are not sufficiently detailed to show how these are used to inform future plans to ensure children are supported to reach their full potential.

Parents comment that they feel staff are approachable, welcoming and they are pleased with the care their children receive. They are able to share information about their children and receive daily written and verbal communication about what their children have been doing with regard to activities. Information is shared about the theme of activities being covered and specific events. This provides them with the opportunity to contribute by providing resources and also enables them to extend children's learning within the home environment. When children leave parents have access to the information transferred to schools, however, there is no formal system for sharing information with other provision within which children are receiving Early Years Foundation Stage care. This limits the scope for joint working to comprehensively meet children's needs.

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

Children clearly enjoy their time spent at the nursery and are happy and well settled. They have access to a variety of age-appropriate toys, resources and activities inside and outside, which enables them to make good progress in their

learning and development. Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Staff plan purposeful activities, which reflect a range of learning opportunities, covering all six areas of learning and children benefit from a balance of adult-led and child-initiated activities. The daily routine is flexible to allow children to pursue their own interests, as a result children are motivated and interested to learn.

Staff manage children's behaviour well and in a manner that is appropriate to each child's age and stage of development. Praise is given freely to children, ensuring that they develop confidence and self esteem. There are lots of opportunities for children to play alongside each other and staff introduce situations to encourage good behaviour, for example, respecting their environment, each other, taking turns and sharing of resources. Children are keen to join in the activities, for example, they develop their physical and co-ordination skills as they ride bikes, cars and balance on beams. They develop their natural curiosity as they explore the textures of shells, stone, cones and other items of interest, such as the sensory bottles, with coloured water and interesting objects floating inside. Children develop skills in the use of electronic resources, such as the computer. Daily events and routines are used to reinforce children's numeracy skills. For example, they count steps when going down the stairs and the number of scopes of sand it takes to fill a container.

Children develop good language skills as staff constantly talk to them about what they are doing and children concentrate well when listening to favourite stories. They enjoy singing nursery rhymes, listening to music and playing a range of instruments. Children have opportunities to make marks and enjoy drawing with chalk, coloured pens and painting colourful pictures with glitter. They use their imagination well as they play in the role play room with dolls, prams, dressing up costumes and a variety of small world vehicles. Staff implement a fair range of strategies to support children who speak English as an additional language. They identify common words that children are familiar with and have introduced sign language so that all children can communicate reasonably well with their peers and adults.

The learning environment is bright, welcoming and child friendly. Older children have free-flow access to three rooms on the first floor, where they also access toilet facilities which fosters their ability to manage their personal care needs and develop their independent skills. Children are provided with their own beaker and toothbrush and are helped to understand that washing their hands before eating and brushing their teeth after meals helps to keep them healthy. Children are developing an understanding of how to stay safe and learn about what is dangerous. For example, children learn about fire safety and know the procedure for evacuation in an emergency, which the staff ensures is regularly practised with them. Staff take effective steps to prevent the spread of infection by wearing gloves and aprons when changing nappies and providing separate bedding for children. Through topics, such as, 'healthy eating', children are helped to understand why some foods are healthy and others are not. Mealtimes are relaxed social occasions and staff encourage children to pour their own drinks and serve

themselves.

## 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

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| <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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</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                                | 2 |

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

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|--|---|
| 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

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|--|---|
| <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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## **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