

# Bumbles Nursery, Aintree Village

Inspection report for early years provision

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**Unique reference number** EY358544  
**Inspection date** 22/02/2011  
**Inspector** Frank William Kelly

**Setting address** St Giles Hall, Aintree Lane, Aintree Village, L10 8LE

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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

Bumbles Nursery Aintree Village opened in 2007. It is one of six settings owned and managed by a limited company. The nursery operates from within a refurbished church hall in Aintree Village near Liverpool. Children are cared for within three playrooms and there is a fully enclosed outdoor play area. The setting is fully accessible and is open each week day, all year round from 8am until 6pm.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 49 children under eight years at any one time, of whom no more than 49 may be in the early years age range. The setting currently has 78 children on roll, all of whom are in the early years age range. The setting is also registered to offer care to children aged over eight to 11 years and is registered by Ofsted on the voluntary part of the Childcare Register. At present the setting is not operating a service for children aged over five.

The setting employs 17 staff to work with the children. Of these 15 hold early years qualifications. Three members of staff hold Early Years degrees and another is working towards Early Years Practitioner Status. One member of staff is working towards a qualification and another four are currently working towards an additional qualification. The setting receives support from the early years team and provides funded places for the provision of early education for some of the three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The engagement of parents at this setting is excellent and underpins the core principle of the setting which is securely centred on meeting the children's unique needs. A high priority is placed on promoting children's safety and well-being. Assessment and activity planning, close partnerships with other providers, and a lively and enabling environment ensure that children are happy, engaged and making good progress in all aspects of their development. The management is enthusiastic and committed to implementing programmes of a continuous improvement. Self-evaluation and the management monitoring systems are in most instances effectively contributing to the consistency and quality of the way the policies and procedures are implemented.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that there is a first aid box with appropriate content to meet the needs of the children (Safeguarding and promoting children's welfare).

08/03/2011

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

- further develop the opportunities for children to do things in different ways and on different scales when outdoors
- further extend staff's understanding about how they can support children to extend their thinking and make connections in their learning.

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

The management and staff place a high priority on safeguarding children and the policies for protecting children reflect the requirements of the Local Safeguarding Children's Board. A regular updating of the staff's knowledge means that all staff are extremely confident with the procedures to follow should they have concerns about a child. This is further complemented by the setting's robust recruitment and selection processes. Induction is detailed and follows a systematic approach with regular reviews to ensure staff are familiar and confident with their roles and responsibilities. Children's safety and welfare is further promoted through detailed and well-thought-out policies such as the procedures for minimising the risk of sudden infant death syndrome. Risk assessment is regularly reviewed; staff check the equipment throughout the day and the premises are maintained in a safe and efficient manner. Outings procedures follow the recommended guidance and the children are required to wear high visibility jackets. Several staff hold current first aid certificates and each room has a first aid box. However, the setting has failed to identify that some items have very recently past their expiry date. It is a regulatory requirement that contents remain suitable to meet the needs of children. On this occasion it is accepted that no child has been harmed and the management has demonstrated a commitment to address this immediately.

The setting's management has ambitious vision and strives for improvement to provide high quality care and learning. All recommendations from the last inspection have been met, improving the safety, play experiences and partnership with parents. Improved outdoor play areas have been created and the management is keen to extend this further to allow children more opportunities to do things on a bigger scale. A positive approach towards staff development is taken providing continuous professional development for all staff. The provision and outcomes for children are closely monitored through regular management reviews and cooperative working with the early years team. Views of parents, children and other service users are sought.

The playrooms are well organised with a range of good quality toys that are easily accessible and attractively presented, encouraging children to have the confidence to explore and make personal choices. For example, babies delight in searching through baskets with jigsaws and wooden and metal household items. The toys, books and other visual imagery are representative of the children within the setting and provide the children with positive images that help them embrace the differences within their wider society. The provider, although not currently needing to do so, is able to demonstrate imaginative ways to ensure specialist equipment,

where required, has been sourced to ensure each child is fully included.

Engagement of parents is a priority and is excellent in practice. The welcoming and warmth of greeting is further enhanced through the plethora of information and the way it is shared. Digital photograph frames and photographic displays provide information about the learning and activity programmes. There is sense of community throughout the setting and parents are relaxed and at ease with the staff. Those parents that took time to share their views spoke highly of the quality of provision and their complete satisfaction with the service provided for their children. Parents are provided with regular information about the children's learning and a particularly well-thought-out transition system is in place. As children move through the nursery, staff and parents meet to discuss the changes. It facilitates excellent ways for updating information about children's needs and fully includes the parents at every stage. Information sharing and partnerships with local schools is well established and they have robust systems for working closely with any other relevant services or agencies.

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

This is a pleasant and stimulating place for children to be. The five outcomes for children are promoted very well as the children are encouraged to follow a safe and healthy lifestyle. The staff's caring approach has meant that close attachments have been formed which is helping children to feel safe and secure. Thus they enter eagerly, separate with ease and are happy and confident to explore their environment. For example, younger children experiment with the frisbee as they throw it and then use it to balance a ball. Older children confidently participate in Spanish lessons. They learn about and follow good hygiene routines, for instance, washing their hands before eating and after blowing their nose. Younger children revisit these experiences during their play. They pretend to wash their hands in the role play sink, making 'shhhhhh' noises to represent the running water. The children eat the freshly prepared foods such as lasagne, sweetcorn and garlic bread, with obvious pleasure. Fruit, water and milk are served regularly and a fruit bowl in the hallway is available for children, parents and their siblings to encourage the development of healthy eating habits.

The children are very well behaved and show a developing respect for each other because the staff provide positive role models and apply simple and consistent rules through the 'our promises' board. Effective visual prompts help children understand the rhythm of the day's routine. For example, five minutes before tidy-up time, the staff hold up a red disc and ask the children to stop to listen. Verbal warnings about tidy up time are supported with the use of sand timers and the playing of music to demonstrate when the time is up and it is time to tidy up. Older children take turns to be 'helper of the day'. They help set out the tables for meals and ensure that the fish have been fed. Their good behaviour is further fostered through the staff's expectations about not shouting or talking over each other. Consequently, children show respect to each other and a developing maturity as they challenge their peers when their actions hurt or upset them. For example, one child tells another that he has just kicked him because he is swinging

his legs under the table. His friend stops doing this immediately and they continue to enjoy their lunch.

Staff have high but realistic expectations of what the children can do. They actively encourage children's independence throughout all aspects of the daily routines. Mealtimes encourage children to use their developing coordination as they serve themselves additional vegetables and pour their own drinks of water. The quality of the learning programme is underpinned by the well-resourced continuous provision that allows children to constantly access a wide range of activities that fully span all six areas of learning. The role play areas such as the fire station and post office provide the children with daily opportunities to mark make and act out their experiences of their world. Children enjoy their play and adults support them to use materials so that they can make connections in their understanding of how things work. For example, younger children explore the texture of paint with their hands and staff demonstrate how they can connect pieces of play dough together as they make their 'snails and snakes'. Staff sing and count with the children. They involve them in activities such as discussing facial expressions and what emotions are being displayed. However, some staff are less confident in engaging the children with discussion that invites children to problem solve or predict. That said, predictable seasonal interests such as Mother's Day and the forthcoming royal wedding are used to provide enhancements and fresh interest to the continuous provision. Observation undertaken by the staff is securely used to plan activities for children's next steps in learning. Tracking systems of the children's progress are maintained and a summary of each child's ongoing progress is shared with parents every two months. Parents are actively encouraged to contribute to their child's record of progress.

The children have regular access to and demonstrate a good knowledge about how to use a range of technology, including the computer, and staff support their use of digital music players, cameras and the photocopier. They mark make with a range of materials including chalk, crayons and pencils. Some eagerly form recognisable letters as they copy their name cards. They are confident to talk about what they know. For instance, during a story about a dog that sniffs, a child commented that 'hedgehogs sniff as well'. This enabling environment means children are willing to try things out and are developing positive and enthusiastic attitudes towards learning which form the basis for the development of skills for the future.

## 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>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	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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## **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