

Bluebells Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Bluebells Day Nursery was originally registered in 1997 and registered again as a limited company in 2011. It is one of two provisions run by the company. It operates from a converted two-storey Victorian house situated in a residential area of Higher Bebington in Wirral. The children are cared for in three age groups and use five rooms for their care, play and learning. They all share access to a large, fully enclosed outdoor play area. The setting serves a wide catchment area.

The nursery is open Monday to Friday all year round from 8am to 6pm. Children are able to attend for a variety of days and sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 50 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years and provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery employs 10 members of childcare staff, eight of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming, stimulating and inclusive environment for children and parents. Children make good progress in their learning and development. Excellent partnerships are developed with parents, which gives opportunities for them to be actively involved the decision making of the nursery and their children's learning and development. The management and staff team demonstrate a commitment to maintaining continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- extend opportunities to promote babies' independence, for example, through provision of resources to support mobility and to encourage their involvement in feeding themselves
- ensure the daily routine offers children a balance of child-initiated and adult-led activities to meet their individual needs and interests
- develop further the 'whistle blowing' aspect of the safeguarding policy to ensure it is clear and accessible to be effective in practice.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge of child protection issues and procedures. The safeguarding policy is shared with students and parents to make them aware of the nursery's role and responsibilities. However, the written procedure relating to 'whistle blowing' is less clear for staff to use as an effective tool if they if they feel it is not appropriate to discuss concerns with the management team. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children. All the nursery's policies and procedures have recently been reviewed to ensure they reflect current practice and legislation. Risk assessments are completed to minimise hazards to children.

The management team and staff are committed to the continuous improvement of the provision. They work closely with the Local Authority Foundation Consultant for guidance to improve outcomes for children. Parents' views are sought and highly valued as part of the decision making process. For example, the construction of the pram shed is a result of parents' input to the organisation of the nursery.

The rooms are thoughtfully set out to create an enabling environment for all children where they can freely access a wide range of resources. The nursery is inclusive and children are valued and cared for as individuals. Children's awareness of diversity in society is very well promoted. Planned activities and resources contribute to developing their respect and understanding of others and their high self-esteem. For example, the 'all about me' topic raises children's awareness of the different cultures, homes and family compositions. Staff nurture children's understanding of sustainability through discussion and activities, such as using recycled materials for modelling and not wasting water by leaving the tap running.

Partnership with parents is excellent and very effective. Parents speak very highly about the standard of the provision and are actively engaged in their child's learning and development. For example, through the sharing of home events with their child's key person and being given guidance on how to continue and extend learning at home. The setting has established effective partnerships with a range of other agencies, as well as local primary schools and those delivering the Early Years Foundation Stage, to ensure the needs of children are met.

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

The children enjoy their play and develop positive attitudes towards learning. Children of all ages participate in a wide range of activities and play opportunities. In line with the expectations of the Early Years Foundation Stage, children have opportunities to initiate their own play and follow their interests to support their learning and development. The continuous provision of resources and equipment in the playrooms enables children to revisit areas and practise skills. Staff enhance the children's experiences through reviewing and reorganising the continuous

provision each planning session to stimulate children's interest and offer greater challenge. However, the structure of the daily routine involves a number of whole group activities which do not always successfully engage all children. The observation, assessment and planning process supports individual children's good progress towards the early learning goals. The nursery has introduced a tracking system to more effectively prioritise individual children's planning.

Children develop into confident individuals and communicators. The promotion of language development is intrinsic in all aspects of the nursery life. Staff have created communication-friendly areas in the playrooms to support speaking and listening skills. The nursery provides many resources to support children's creativity and consequently promote their skills in problem solving, such as making models to their own design from recycled items. Mathematical concepts are reinforced in daily activities and play. Children use mathematical language without prompt from staff, for example, as they compare the size of wellington boots. The children's growing independence is generally well supported. Toddlers learn to dress themselves for outside play, babies freely crawl to access different toys, and older children are encouraged to pour their own drinks and serve their own food at meal times. However, the babies are not provided with spoons when being fed by staff to encourage independence in feeding, and limited resources are positioned in the baby room to support their early stages of mobility. Children's awareness of technology is developed from an early age. The babies show pleasure as they press buttons and lift flaps to operate interactive toys. The older children competently operate programmable toys and follow computer programs using the mouse. The children develop skills for the future as they make progress in communication, literacy, numeracy, and skills linked to information and communication technology.

Daily routines help children develop positive attitudes towards a healthy lifestyle as they follow good hygiene routines and participate in healthy eating activities, such as growing their own vegetables. The nursery menu offers children a nutritionally balanced diet. The enabling outdoor environment actively encourages children to be physical and test their skills. Staff are positive role models and use effective techniques to manage behaviour. Children understand what is acceptable and benefit from a wealth of praise, encouragement and compliments offered from staff, which have a positive impact on their self-esteem and sense of belonging. Children are encouraged to be helpful, kind and positive members of the nursery and the community. For example, they become involved in a number of charity fundraising events and visit the elderly persons home.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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	1
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