

Bumbles 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*.

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Description of the setting

Bumbles Day Nursery was registered in March 2004. It is privately run and is part of Kid-Zone Nursery Ltd. It operates from a detached building and serves the local community in Maghull, Liverpool and its surrounding areas. The setting is registered on the Early Years Register. A maximum of 50 children may attend the setting each day. There are currently 69 children on roll.

The setting is open five days a week for 51 weeks of the year. It opens from 8am until 6pm each day.

The setting employs 14 staff, including the manager and they all hold appropriate early years qualifications to level 2, 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very safe, secure and happy in this setting and their individual needs are met extremely well. Partnership with parents is particularly strong. Rigorous safeguarding procedures and extremely supportive systems for special educational needs and/or disabilities ensures effective provision for all children. Ongoing self-evaluation ensures that priorities for improvement are identified and acted upon promptly.

What steps need to be taken to improve provision further?

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

- provide equipment and resources (outdoors) that are sufficient, challenging and interesting and that can be used in a variety of ways, or to support specific skills.
- keep routines flexible so that young children can pursue their interests

The effectiveness of leadership and management of the early years provision

Children are safe and very well protected in the setting because staff are knowledgeable about safeguarding procedures and know how to act on any concerns appropriately. There are rigorous procedures in place to ensure the safety and well-being of all of the children. Recruitment procedures for staff are extremely robust and new staff are continually monitored to ensure their suitability to work with children.

Staff use meticulous risk assessments to support them in ensuring the areas used by the children are safe. For example, the children in the upstairs part of the building are supervised and reminded about safety precautions on the stairs as

they go outside to play. They are also reminded about keeping themselves safe on their weekly outings. Staff have completed recent training in Paediatric First Aid, Asthma Procedures and Sudden Infant Death Syndrome which means that they are extremely confident and competent. Staff also work closely with the Health and Safety Executive and Environmental Health to ensure maximum safety for the children.

All staff are knowledgeable about the Early Years Foundation Stage and use this knowledge well to support children in their learning. They plan appropriate activities to meet individual needs or interests. The environment is attractive and well organised, resources and activities are accessible to all of the children at all times.

The manager and her staff are very aware of the strengths and weaknesses of the provision and continually look for ways to improve. They set appropriate targets for improvements in consultation with parents and the children, for example, the introduction of a home lending library. Any training that individual staff members go on is immediately fed back to the rest of the team so that recommendations can be followed across the whole setting. Staff training means that staff use pictures as well as words to communicate more effectively with the younger or less able children.

There are extremely close working relationships with parents and carers. Before a child starts there is a flexible, personalised procedure for settling-in. The parents and carers have exceptional opportunities to share important information about the child's starting points with the child's key person and progress reports about learning and development are ongoing. Children's files are sent home regularly, parents make suggestions towards the planned activities for their child ensuring that individual learning needs are not particularly well. Informative daily diaries, newsletters and informal chats at the start and end of each day ensure a firm partnership which benefits every child. Effective relationships with other professionals involved with the children, such as health visitors and speech and language therapists, are well established and contribute well to supporting children's welfare and learning.

Staff offer sensitive support to children who have special educational needs and/or disabilities. Staff attend training to ensure that they are able to deal with any particular needs exceptionally well. They readily adapt activities to ensure that all children can take part and follow agreed programmes from other professionals. For example, speech and language support sessions are part of the daily activities on offer. Multi-agency meetings are often held in the setting, ensuring that parents and children feel extremely well-supported in familiar surroundings. A highly effective equal opportunities policy is regularly reviewed and changes made to provision accordingly. For example, awareness of the different learning styles of boys and girls has led to staff looking more closely at their provision and offering more outdoor play opportunities and 'boy friendly' books and resources.

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

Children feel safe in the setting and display high levels of confidence. They enjoy being in the setting and have good relationships with staff and with other children. The children are confident to work with adults and make particular requests or discuss their intentions. The children use scissors and other equipment safely and are given gentle reminders about safety rules, such as walking around the room, not pushing or holding the handrails on the stairs. Children who are upset are given extra attention and soothed by staff until they are happy to run off and play again.

Children's good health is actively promoted through reinforcement of good hygiene habits and healthy food options offered at snack and meal times. Fresh drinking water is available all times for the older children to pour for themselves and drinks are offered regularly to the younger children and babies. Fresh fruit is freely available in all of the rooms and is offered at every meal and snack time. At present, all of the children are taken outside to play and run around at least twice a day. There is scope, however, to extend the range of outdoor play and the length of time it is offered, particularly to the older children.

Staff observe the children regularly and provide activities that will support all areas of learning and development identified by the Early Years Foundation Stage. For example, there are lots of story-telling opportunities and exciting role play of favourite stories such as 'going on a bear hunt' in the garden area. There is also access to colourful, exciting books for babies, toddlers and older children which means that they are enthusiastic about books and stories. Children can make their own marks using whiteboards and pens and large chalks in the garden area. All children's efforts are valued and linked to real life experiences, such as making 'tickets to go on the train'. Opportunities for counting, sorting into groups and matching go on within meaningful, everyday experiences such as setting the table for lunch, or counting how many children are here today.

Children behave very well in the setting because staff give clear guidance about what is expected, for example, reinforcing appropriate behaviour by saying 'good listening' or 'I like the way you used your manners there'. There is a visual support system used by all staff that ensures children understand expectations. Children's behaviour is also good because their needs and interests are generally well provided for. However, some routines for the younger children may not always be entirely appropriate for their stage of development, for example, whole group story sessions.

The children learn about other cultures and beliefs as staff make effective use of books and resources to plan specific, appropriate activities. For example, the children celebrate occasions, such as Chinese New Year and Diwali, through food tasting, dressing up in costumes and looking at books and pictures. The resources, posters, books and other artefacts are available all year round for the children to explore independently, which means they are becoming aware of diversity at their

own pace and level of understanding.

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	1
The effectiveness of safeguarding	1
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	2
The extent to which children develop skills for the future	2

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