

# BlueBelles Nursery

Notre Dame Preparatory & Senior School, Burwood House, Convent Lane, COBHAM, Surrey, KT11 1HA

## Inspection date

18/09/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- The key-person system and settling-in procedure for new children is very successful in supporting children's emotional needs. Children learning English as an additional language are well supported by staff who learn key words in children's first language.
- The nursery environment is a very friendly welcoming place. Opportunities for children of all ages to mix together fosters positive relationships.
- The nursery has a good range of outdoor play equipment. The increasing use of the school woodlands and the imminent plans for introducing Forest School teaching add an exciting dimension to the already good provision for outdoor play.
- Staff join in children's play and make good use of open-ended questioning to challenge children's creative thinking and understanding and to work out practical problems.
- Leadership is committed to supporting staff to achieve higher level qualifications and are beginning to use mentoring as a process for developing staff knowledge and skills.

### It is not yet outstanding because

- Although children have access to creative media and activities to encourage them to explore and investigate using their senses, this is not a strong feature of the educational programme
- Leadership processes for monitoring and evaluating the effectiveness of the educational programme and for supporting staff professional development, for example through supervision an appraisal system, are not yet fully established.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed play and learning activities within the indoor and outdoor environment
- The inspector completed a joint observation with the supervisor and head of the early years provision in the garden.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector had meetings with the manager and head of early years, and took into account the views of parents spoken to on the day.
- The inspector checked evidence of staff suitability; recruitment and vetting procedures, and staff qualifications.

### Inspector

Amanda Tyson

## Full Report

### Information about the setting

Bluebelles Nursery is located in the grounds of Notre Dame Preparatory School in Cobham. The nursery is registered on the Early Years Register to provide care for children

aged two years. Children aged three and four also attend. Three-year-olds are based in Robin class and four year olds in Owls classes. Provision for children aged three and four is inspected as part of the whole school by the Independent Schools Inspectorate (ISA). Children aged two are based in Fledglings class which has the use of two classrooms. They have integral toilets and direct access to an enclosed outdoor play area. The nursery make use of the school woodlands.

The full provision is open from 8.15am until 5.30pm. A breakfast club (Early Birds) runs from 8.15am until 8.45am and an extended day club (Night Owls) between 3.15pm and 5.30pm. Children attend either a morning session or full day. Morning sessions run from 8.45am until 12 noon. Children who are enrolled for extended mornings or whole-day sessions can have a school lunch or bring a packed lunch to school. There are currently four staff specifically employed to work with the children in Fledglings classroom. The nursery supervisor is based in Owls class and the head of pre-prep in the main school. The supervisor and one other staff hold early years degrees. The head of pre-prep has qualified teacher status. One staff is qualified to level 4, one is working towards a level 3 and the remainder are qualified to level 3. One staff has additionally nearly completed level 3 in Forest School Leadership. There are currently 11 children on roll. The nursery supports children learning English as an additional language and welcomes children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- strengthen leadership by developing further procedures for managing and supporting staff performance through supervision, appraisals, mentoring and training
- improve opportunities for children to use their senses and encourage children to explore, investigate, create and design, independently.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff use a theme as well as what they learn about children's developing interests and learning needs to inform and guide the educational programme. For example, children currently have great fun thinking up humorous variations to 'The Wheels On The Bus' song as part of the 'nursery rhyme' theme. Children made bus shaped photo frames to take home so that they could show their parents all their new friends. Staff challenge children to think about how to position chairs to create a bus and what they could use to represent a steering wheel. Staff join in children's play and make good use of open-ended

questioning, such as 'where do you want the bus to take you today?' which encourages children to extend their own play and learning. For example, children talk about Santa's route to the North Pole; they make tickets using paper and pencils and talk about numbers as they use coins to 'pay' for their fare. Children receive good support as staff are consistently well deployed. For example, as children build towers of bricks outside staff engage them in conversations about whether or not the tower is taller than them.

The nursery is well equipped with toys and resources which are, overall, well organised to support and promote effective play and learning. For example, children use the computer, which is equipped with large lowercase keypads, with rapidly developing skill. Sand keeps children engaged in sustained play and exploration for lengthy periods. The home corner provides a comforting play space for toddlers to make connections between their play and home experiences. Children use rubber building bricks to build pathways to balance along and enjoy repositioning moveable stepping stones to extend their problem solving skills. Staff plan activities to enable children to explore different textures, make marks and patterns in different ways, and to make models from recyclables. However, opportunities for children to create and design using a wider range of creative media and their own ideas are not a consistent enough feature of the educational programme.

Gaps in children's development, such as speech, are quickly identified by staff's good use of observational assessment. Staff work closely with parents to secure early intervention for children in readiness for school. Staff are knowledgeable about the stages children learning English as an additional language pass through. They make a concerted effort to learn words in children's first language to support the development of English. These children are making good progress.

Parents have good information to explain the Early Years Foundation Stage, although this information does not mention the new requirement for completing a progress check for all two year olds. Staff communicate closely with parents before children start and during the settling-in period. This enables them to identify children's individual interests, usual disposition and their starting points for learning. The nursery has not been open for very long and most children are only in the second week of attendance. Procedures for securing high levels of parental involvement in monitoring and assessing children's progress and development are progressing well.

### **The contribution of the early years provision to the well-being of children**

Children's health and wellbeing is given top priority. All staff are secure in their knowledge and understanding of what to do if they are concerned about a child. The main school has excellent first aid facilities and children's health history is obtained from parents before they start. Settling-in procedures take excellent account of the emotional needs of young children experiencing parent separation for the first time. At the beginning of term, all parents attend with their child for a morning session. They are introduced to a member of staff who is designated as their 'key person'. Parents then begin to leave children for increasing periods of time. The effectiveness of the key-person system is clearly demonstrated when children tell staff they 'miss mummy'. Staff are gentle and kind and

children are quickly reassured when 'mummy will be coming back'. Children greatly benefit from the main school's strong ethos of promoting positive relationships. The outdoor play area encourages social interaction between school aged and nursery children. To the delight of the nursery children, juniors come to play with them once a week. Children regularly mix with 'Robin class' children which makes 'moving up' when they are three a happy experience. Occasional squabbles are skilfully managed by staff. Children share and play beautifully together most of the time. Children are growing in confidence. Those that have been attending since last term move freely between the indoors and outdoors.

Children are cared for in a well-maintained clean environment. Staff give children gentle explanations as to why hands need to be washed. The foundations for children to adopt healthy eating habits are in place. This includes the provision of fresh fruit, water and milk at snack-time, healthy play-food in the home corner which children serve up to each other, and posters on the wall. Children are making good progress in their physical development. They are encouraged to consider their own capabilities and limitations which help them to make 'safe' decisions, such as when climbing, balancing and using bikes and scooters. The educational programme includes good use of the school woodlands where children learn about potential nature hazards, such as berries, which they must never eat. Children enjoy listening to stories and staff often use this to deliver health and safety messages.

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

Overall, leadership demonstrate good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Safeguarding procedures for child protection and recruiting suitable staff are rigorous and effective. Accidents are minimised by thorough risk assessment and all staff have a valid first aid certificate. The team spent last term preparing new systems to monitor and assess children's progress towards the seven areas of learning and to carry out the newly required developmental check on two-year-olds. These are now all in place and being effectively used to support children's learning journey. The key person system is working very well. Staff are supported to achieve early years degrees and specialist qualifications, but have less opportunity to attend practical training workshops. Roles and responsibilities, such as the special educational needs coordinator (SENCO) and designated safeguarding officer, are delegated appropriately. However, although there is an appraisal system in place, it is bi-yearly which is not frequent enough to fully support staff professional development needs. As a newly registered setting, systems to monitor the effectiveness of teaching and the educational programme are in the early stages.

Leadership's commitment to continuous improvement is demonstrated by the plans in place to create a sensory garden and to introduce Forest School teaching to the educational programme. One member of staff has nearly completed the level 3 qualification in Forest School Leadership and all the equipment, such as wet weather suits, and potato peelers to introduce children to whittling have been purchased. This is a very exciting project, which looks set to be a great resource for supporting children's all round

learning and development.

The team are committed to working in partnership with external agencies, such as 'children's services' and health visitors, and leadership are experienced in doing so. They ensure that staff work closely with parents to support children's wellbeing and plans are in place to provide parents with an end of term progress report on their child. A key strength of the nursery is the experience and skill of staff in recognising gaps in children's achievement, sharing this information with parents and organising for children to receive the necessary interventions to ensure their future readiness for school.

### What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early

Years Foundation Stage.

### Setting details

<b>Unique reference number</b>	EY443562
<b>Local authority</b>	Surrey
<b>Inspection number</b>	786409
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	36
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Notre Dame School Cobham
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01932869991

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### Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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