

# Bumble Bees Nursery

177 Station Road, Stechford, BIRMINGHAM, B33 8BA

<b>Inspection date</b>	30/01/2013
Previous inspection date	06/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Children make good progress in their learning within a happy, warm and welcoming environment.
- Children's curiosity is aroused through a wide variety of relevant and interesting learning opportunities.
- Children receive high levels of care from a strong and stable team of practitioners.
- A child-and-family centred approach ensures that all children are cared for appropriately for each family.

### It is not yet outstanding because

- There is more scope for children to closely examine features within the natural environment through the use of magnifying glasses.
- Opportunities for children to visit different parts of the local community are not yet fully exploited.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activity in the indoor and outdoor learning environments.
- The inspector held a meeting with the management team.
- The inspector looked at children's assessment records, planning information, and a range of other documentation.
- The inspector took account of the feedback from parents and carers and of the information included in the setting's self-evaluation document.

## Inspector

Lisa Parkes

## Full Report

### Information about the setting

Bumble Bees Nursery was first registered in 2002 and has been owned by the current provider since 2010. It operates from converted bank premises in the Stechford area of Birmingham. The setting operates over two floors, with pre-school aged children being cared for on the first floor. The building is accessible on the ground floor and via a staircase to the upper floor. All children share access to a small enclosed outdoor play area. The nursery serves children in the local community and surrounding areas.

The nursery is open each weekday from 7.30am to 6pm all year round, except for public holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 54 children on roll within the early years age range. The setting supports children with special educational needs and/or disabilities and who speak English is an additional language.

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

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

- provide opportunities for children to observe things closely through a variety of means, including magnifiers and photographs, to enhance their interest in living things
- extend opportunities for children to visit different parts of the local community to strengthen their knowledge of the world around them.

### **Inspection judgements**

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

From the outset, practitioners build on children's home-based knowledge and experiences to ensure that their learning is extended and challenged. Children have ample opportunities to play along with a wide variety of adult-led and child-initiated activities. Through play, children learn to interact with others and be part of a community, to experience and manage feelings, and to be in control and confident about themselves and their abilities.

There is room to build on children's understanding of the world around them by providing more opportunities for them to closely observe items of interest, such as leaves and minibeasts, through the use of magnifying glasses. This will arouse children's awareness of features in the natural environment. Nevertheless, children of all ages develop positive dispositions for learning as they find an interest, explore, experiment and try things out, remain engaged, make choices, and play collaboratively with their peers. Practitioners employ many different approaches to engaging children in activities and as a result, children are motivated.

Adult-led activities, such as art and craft sessions, story and song times, provide opportunities for introducing new knowledge or ideas and for developing and practising skills. Practitioners understand that children develop at different rates and skilfully support

patterns of development within play. In the baby room, practitioners engage in playful interactions, such as games of peek-a-boo. Babies take pleasure experimenting with a range of different textures, such as foam, custard, cereal and paint. In addition, they have fun as they engage in various physical experiences, such as bouncing, rolling, rocking and splashing. Practitioners build warm and trusting relationships and tune into babies to ensure that provision follows their individual rhythms.

Toddlers are very inquisitive and happily explore their environment. Role play is popular and young children build stories around their toys as they use the home corner, puppet theatre and doll's house. Practitioners ensure that children have uninterrupted time to play and explore. They observe children sensitively and respond appropriately to encourage and extend curiosity and learning. Children take pleasure engaging in imaginative, active experiences, such as acting out a favourite story. Practitioners scaffold children's learning by supporting their excursions into imaginary worlds, helping them to remember the actions of the story and introducing the different ways of moving. Practitioners know the children well, and as a result learning is relevant, varied and progressive.

In pre-school, practitioners provide well-planned, focused learning opportunities in response to observed interests, learning and development. Children show high levels of energy and fascination as they learn Spanish, engage in baking activities, practise their phonics and participate in modelling sessions using recycled materials. Children become adept at using information technology and confidently write their own names on their artwork. There is room to extend the use of the local environment to enhance children's knowledge of people and communities. Nonetheless, children's impressions of their own cultures, and of those in the community, are strengthened through the sharing and celebrating of a range of practices and special events.

Practitioners play an important role in providing the building blocks for independent exploration within a supportive emotional environment. They stimulate children to reach beyond their current limits, and consequently children make strides in their learning, which prepares them well for school. Practitioners undertake sensitive observational assessment and routinely establish the next learning priority for individual children. Assessment is sharply focused and the information gained is used effectively to guide planning. As part of this, the progress check at age two is used to review each child's learning and ensure that parents have a clear picture of their child's development. Practitioners are well deployed to support children's learning and welfare, and schedules and routines flow with the children's needs.

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

Practitioners offer close and settled relationships, and as a result children develop genuine bonds and secure emotional attachments. Care practices are good and practitioners are sensitive in their management of children and their behaviour. Children are effectively supported at times of transition and room-to-room transition sheets and individualised settling-in sessions promote consistency of care. Children grow in independence as they learn to self-serve at meal times, pour their own drinks and change for physical education sessions. In addition, children develop a sense of responsibility as they tidy away their

toys, act as 'helper of the day' and set the table.

Children adopt good personal hygiene routines and display a positive approach towards eating healthily. Active involvement in planting and growing activities and recycling reinforces their knowledge of healthy lifestyles. Children are very active and adore outside play where they negotiate the large-scale play apparatus and use ride-on toys. Children respond well to the simple routine which adds pattern to their daily lives. Practitioners offer warm and responsive care and keep a firm focus on children's individual needs.

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

Concise policies, procedures and strategies are in place to protect children's welfare. Documentation reflects a positive approach to meeting the individual needs of all children, and promotion of equality of opportunity is at the heart of the provision. Provision for children with special educational needs and/or disabilities and those who use English as an additional language is good. A culture of reflective practice, self-evaluation and informed discussion improves the quality of provision for all children. Practitioners are committed to improving provision for every child and building the foundations for future success. As part of this, practitioners are fully supported to improve their qualification levels. Self-evaluation is good and has led to a significant improvement in the quality of provision for all children.

Arrangements for safeguarding children are robust, regularly reviewed and fully understood. An effective safeguarding children policy is implemented and practitioners' knowledge of safeguarding children is fully up to date. Thorough risk assessments are conducted and children play and learn in a safe, secure and supportive environment. Practitioners are vigilant and attentive, and children benefit from high levels of supervision and individual attention. The management team employ a hands-on, active role within the life of the setting and practice is effectively monitored and reviewed. This inspection was brought forward as part of Ofsted's risk assessment process. Although the setting has been subject to concerns, these are historic. The setting has demonstrated sustained improvement under new management. Management systems run smoothly and practitioners are skilled at adapting the provision in light of changing circumstances to ensure that the wide and varied needs of all children continue to be met.

The provision works successfully in partnership with others to complement children's learning. Practitioners liaise effectively with the local children's centre and other professionals, and this makes a strong contribution to children's achievement and well-being. Parental involvement is encouraged from the outset and information relating to children's routines and starting points is supplied to ensure learning is purposeful and progressive. All children and their families receive a warm and friendly welcome. Parents are very complimentary about the provision and value the high levels of care and education their children receive. Practitioners are committed to caring for children appropriately for each family.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	EY406022
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	893246
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	0
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Stuart James Burns
<b>Date of previous inspection</b>	06/05/2010
<b>Telephone number</b>	01217899966

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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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