

# Bluebells Nursery

33-35 Bond Street, Ipswich, IP4 1JD

## Inspection date

Previous inspection date

17/04/2013

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 staff team have a good understanding of how to promote the health and safety of children. Risk assessments are used well to ensure potential hazards are minimised, both indoors and outside and when children go on outings.
- Partnerships with parents are a key strength and highly effective in making sure that appropriate interventions are secured and all children receive the support they need.
- Children form strong bonds and emotional attachments with their key persons, which help them to gain a positive sense of well-being and belonging.
- Resources are easily accessible in all rooms so that children can make choices and direct their own learning and there are excellent opportunities for children to develop their physical skills in the imaginatively arranged outdoor area.

### It is not yet outstanding because

- Assessment is not always precise and sharply focused for every child, and this means that some children are not always consistently challenged, particularly those who are more able.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the playroom, baby room, garden and dining room.
- The inspector spoke with the managers, staff and children.
- The inspector took account of parents' views by speaking to them on the day and reading parent feedback.
- The inspector looked at policies, risk assessment, children's development records and all relevant documentation.

## Inspector

Jenny Forbes

## Full Report

### Information about the setting

Bluebells Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted school house in Ipswich, Suffolk and is one of seven nurseries that are privately owned and managed by Alpha Nurseries Limited. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 74 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. Care is also offered to children aged over five years, before and after school, and during holidays. It supports a number of children who speak English as an additional language and 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:

- enhance further assessment and planning for individual children, to ensure that, throughout the nursery, activities are planned that continuously reflect a sharply focussed awareness of all children's learning needs.

## Inspection judgements

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

Staff work very well as a team; they support each other in their roles and have a good knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They carry out observations of children and assess their progress using the guidance document, Development Matters in the Early Years Foundation Stage, to plan for individual children's progress. Although methods used for assessment and planning are consistent across the staff team and children's next steps identified, planning is sometimes not sharply focussed to offer sufficient challenge for some children, especially the more able. Children's learning journals include photographs and details of observations and assessments, which show where children are in their development and identify their next steps in learning. The very effective key person and buddy system ensures that all staff are well supported to meet children's learning and

development needs. Staff operate a 'buddy board' system where children's achievements are recorded daily to ensure they are shared with parents in a timely manner. Staff are well deployed and the quality of teaching is good. Staff have high expectations of children based on accurate initial assessments of their skills and stages of development gained from information obtained from parents on admission to nursery. Parents have unlimited access to their children's learning journals and are encouraged to contribute their own observations on their children's development through the completion of observation sheets provided by the nursery. This means children's learning is consistently supported in the nursery and at home. Play equipment and resources are of a high standard and positively support children's early learning in all seven areas.

Children with additional needs are well supported as their key person liaises closely with parents and other professionals to ensure their needs are appropriately met. Children who speak English as a second language are also supported extremely well in the nursery as staff use effective resources and strategies to aid communication. For example, Makaton sign language is used throughout the nursery. All children and staff use this to support group activities, such as when children are asked what they would like to drink at snack time. Parents are invited into the nursery to read to children in their home language and they share dual language books and pictorial images. This helps all children to feel a part of the nursery and gives them opportunities to share in everything that is happening.

Staff promote the development of communication and language skills through engaging children in conversation and asking open-ended questions. For example, children are reminded of a trip to the zoo when they are playing with animal figures. They talk about where the animals might live and what kind of climate they live in. Children look at the animals through magnifying glasses and are asked whether they think they are bigger or smaller, and they count how many of the same species they can see, developing their mathematical skills.

There is a good balance between adult-led and child-initiated play. Children are offered choices and are encouraged to make decisions about their own play. Staff often take a step back and allow children to use their imagination. For example, during planned activities using media, such as glue and cereals, children gain satisfaction from exploring the properties of the cereal. By exploring they find out what it feels like in their hands, how it behaves when poured or piled up, and how much of it sticks to the glue and how much falls off. This supports children's sensory development, thinking skills and natural curiosity. Children's physical development is promoted by the 'free-flow' nature of the nursery and children can access outdoor play experiences at most times throughout the day.

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

Children are generally happy and confident. Some children are settling back into the nursery after a long Easter break and are missing their family. The staff are very kind and skilled at finding ways to help children to settle. For example, children are reminded of favourite days out as staff show them a photograph album full of pictures of their friends and they talk about the happy time they had on their outings. Key persons ensure that

children are well supported and they build close and affectionate relationships with them. Staff care about the children and their welfare; they know them well and understand their needs. Parents are welcomed into the nursery at any time, which helps to make the children feel secure and contented. Parents are keen to say how happy they are with the nursery; they are complimentary about the staff and say they are pleased with the way their children are developing. Children's behaviour shows that they feel happy and safe in the nursery. Staff set realistic boundaries and are kind and patient when managing unwanted behaviour.

Staff take great care to ensure that all children are protected, and their health and medical needs are fully supported. There are clear policies and procedures for recognition and management of allergies and food intolerances. Children are provided with healthy and nutritious food. They learn to be independent as they serve their own food and cut their own fruit. Children manage their own personal care, according to their age and stage of development, and they wash their hands learning good hygiene routines. Children's good health is promoted well through effective nursery routines and procedures, such as the removal of shoes before entering the baby room so that babies can crawl and play in a clean environment. Staff in the baby room share daily diaries with parents. This ensures that babies' routines are consistently followed to support continuity of care between home and nursery. There is a stimulating, well-resourced environment, both indoors and outdoors. Children have opportunities to take part in physical activities, which strengthen their muscles and they can play outside in the fresh air at all times of the year. Outdoor activities help children to learn about risk and how to keep themselves safe. For example, children are thrilled and excited when they take turns to climb to the top of the climbing frame and jump into the arms of a trusted staff member. Children receive praise and affirmation for all their achievements and staff are keen to show their pleasure at children's successes, which enhances their feelings of self-esteem and self-worth. In addition, examples of children's work displayed on the walls, photographs of children and staff help children to feel at home in the nursery.

Children are safe in the nursery. All visitors sign in and out and security is high. No person can enter the premises unannounced as there is a video link from the outside to the inside where staff can see who is calling. The use of mobile phones is not allowed in the nursery by any member of staff or parent, which means children's welfare is well protected. Regular fire evacuation procedures enable staff and children to know what to do in an emergency. Children are well prepared for their next stages in learning because the staff provide opportunities for them to learn about transitions to other settings and school. Staff have produced a book containing photographs of local schools and school uniforms and teachers come to visit to help children to become accustomed to the idea of being in a new environment.

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

Staff have a good understanding of how young children learn and develop and therefore support individual children to make good individual progress. Assessment and planning systems are monitored by the management team and staff receive regular training to

ensure they have every opportunity to develop their skills and knowledge. The leadership of the setting is good because the management team and staff are motivated and committed to the continuous evaluation and improvement of the nursery. A thorough self-evaluation and analysis has been carried out and all staff are highly motivated to continuously develop and improve their practice. The management structure is strong and supports the staff team well. Regular staff meetings are held to discuss and share ideas for the future development of the nursery. The management team monitors staff performance through regular supervision meetings and appraisals, which means staff are fully supported to fulfil their roles and responsibilities. Rigorous recruitment systems are in place to ensure that all staff are suitable to work with children and there are clear induction and probationary procedures.

Staff have a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Effective systems are in place for safeguarding children to ensure their welfare is protected. Clear management responsibilities in relation to child protection have been established. This includes having named designated persons responsible for ensuring the correct safeguarding procedures are followed if there is a concern. Documentation for the safe and efficient management of the nursery is in place. This includes the nursery's policies and procedures, which the management team ensure are implemented consistently. Children's safety is paramount to the nursery. Risk assessments take place daily and any hazards identified are immediately removed. For example, a recent occurrence of one of the nursery's boilers breaking down was swiftly rectified as a new boiler was installed by professionals, ensuring that at no time were children left without heating in the nursery rooms or exposed to danger.

Staff supervise children closely as they play and have a thorough understanding of how to promote children's welfare. Children are always within sight and sound of staff and never left unattended. All staff undertake paediatric first aid and food hygiene training to ensure they have the most up-to-date knowledge in these areas. Accidents are efficiently and effectively managed and documented, and parents appropriately informed. Staff form positive partnerships with parents and keep parents informed about their children's learning through daily verbal feedback and parent consultation meetings. Information sharing is effective within the nursery and between all other agencies, and this eases the children's transitions between rooms and to other settings or to school.

### **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
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 action. 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>	EY443536
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	912990
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	42
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Alpha Nurseries Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01473221700

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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, which are usually the childminder's 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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Piccadilly Gate  
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