

Bluebell Day Nursery

New Park Road, Shrewsbury, Shropshire, SY1 2SP

Inspection date

08/05/2013

Previous inspection date

07/10/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Leaders and managers have a good understanding of the strengths of the setting and the areas that require improvement in order to better support children's learning and development.
- Children are becoming independent learners, benefitting from the access to outdoor activity, strongly promoting their physical development.
- The effective key person system ensures that children are settled and secure with familiar and very caring staff. Staff know the children well and respond to their needs and moods sensitively.
- Safeguarding arrangements in the setting are effective in protecting children. Staff are very clear about their roles and responsibilities should they have any concerns about a child in their care.

It is not yet good because

- There are some inconsistencies in the quality of teaching, meaning that some learning opportunities are not maximised.
- Parents are not fully informed about the Early Years Foundation Stage and are not yet actively involved in sharing their children's learning and development at home.
- Some strategies for managing young children's behaviour are not wholly effective in encouraging them to recognise boundaries and specific routines to fully promote their personal, social and emotional development.

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 throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery owner, an area manager, the nursery manager and staff at appropriate times throughout the day.
- The inspector interacted and spoke with children appropriately during the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents from written questionnaires sent out by the nursery.

Inspector

Patricia Webb

Full Report

Information about the setting

Bluebell Day Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a suite of rooms situated in a demountable building within the campus of Martin Wilson Primary School in Shrewsbury. It is one of six settings owned and managed by Hazles Farm Childcare Ltd. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3. The manager holds a foundation degree and the organisation provides additional support from a qualified teacher and an area manager with Early Years Professional Status.

The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 106 children attending of whom 100 are in the early years age group. The nursery also offers before and after school provision and some holiday sessions for older children. The nursery provides funded early education for two-year-old children. It supports children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- involve parents more actively in their children's learning and development by providing information about the Early Years Foundation Stage and helping parents to support children's learning and development at home.

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

- review the ways in which younger children's behaviour is managed to support their understanding and cooperation with some boundaries and routines more appropriately and effectively
- strengthen the monitoring systems and embed these further to ensure that the quality of teaching is of a consistently good level.

Inspection judgements

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

Children are making steady progress as they participate in a range of activities that support their all-round learning and development. The setting is currently catering for children up to the age of three years and is supporting the older children well in the preparation for their transition to the adjacent school nursery. The observation and assessment records are shared with the early years staff in the school to ensure consistency for children as they move on to the next steps in their early education. Transition within the setting is managed well to ensure that children move to the next stage in their learning at appropriate points in their development.

Staff generally interact well with the children to engage and support their learning and development. Some staff are intuitive and skilled in assessing children's moods and stages of development. For example, during story time in the toddler room, the member of staff recognises that some children have lost concentration and so adapts the group activity to singing activity songs and rhymes, thereby refocusing the children on the task. They eagerly pay more attention as the tension builds in the 'roly poly' song, getting ready for participating in the very fast actions at the end of the song. Again, during outdoor play, a member of staff harnesses the children's interest as they wait, with bated breath, for the stick to appear from the bottom of the drainpipe. However, this level of teaching is not yet wholly consistent and opportunities to extend children's thinking and learning are not fully maximised. When babies play with the bubbles in small water trays, they enjoy the basic activity, splashing and dabbling, giggling as the water runs down their arms and tickles their tummies. However, little is done to extend this by, for example, emphasising sounds such as linking 'bbb' for bubbles or encourage blowing the bubbles to further interest the children and promote early language development. When children play in the sand tray, some staff do not extend children mathematical understanding sufficiently through questioning or the use of terms such as, full, empty, pour, sieve.

Some older children's language and communication skills are steadily developing. The setting makes good use of a range of strategies including sign language and pictorial prompts to support children with English as an additional language and those who may require additional support in speech and language. Staff are due to attend further training in this to improve the support for younger children. They recognise that such strategies will help to reduce frustration as the children attempt to express their needs before spoken language is fully developed. Children become aware of the differences in society as they access books that show dual languages and develop role play with resources reflecting different cultures and backgrounds.

Children's physical development is very well promoted and some toddlers are making rapid progress in this area. Babies use the low-level furniture and climbing equipment to gain confidence in their walking and running. Older toddlers use the indoor space well, showing a developing sense of awareness of space as they manoeuvre round safely. Outside, the children clamber up the slope, using effort to negotiate the undulating incline with increasing ease. They are starting to work together as they push each other around in the

wooden play pram and take turns to be the 'baby'. Older children enjoy climbing the wonderful tree that offers challenge to their confidence and skills and creates a clear link with the natural environment. They explore the wild area and discover the 'three bears' house' hidden in the woods, following on from their interest in the well-known fairy tale. The recent addition of a raised playhouse is offering children more challenge as they use the ladder to climb up and view their environment from a different perspective.

Staff have recently made some changes to the layout of the rooms to further improve children's learning opportunities. An area for mark-making is now more discreetly placed in an alcove to encourage boys in particular, to participate more spontaneously in such activity. Staff have identified this through their observation and assessment of emerging literacy skills in boys. Children also enjoy using media such as paint, gloop and shaving foam to develop control over their movements in preparation for this aspect of their learning and development.

Children's developmental records are in place and parents may view these freely. Additional information is exchanged daily, through verbal discussion and the daily diaries, to keep parents up to date with their child's day. However, opportunities to encourage parents to play a full and active role in their child's learning, such as adding comments to their ongoing learning and development records or sharing their achievements or special events from home, are variable. Consequently, children's learning potential is reduced. Some parents are not fully aware of the Early Years Foundation Stage as a framework that supports children's learning and development.

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

Children are safe and secure in the stimulating and welcoming environment. They build firm relationships with their key persons, crawling and running to the familiar adults for cuddles, comfort and reassurance. This supports children's emotional well-being. Staff know the children well and respond to their innate cues that indicate individual needs. For example, a baby seeks out the cuff on their jumper and starts to rub this on their face. The key person recognises the sign as indicating the child is becoming tired and is ready for a nap. Staff are diligent in their attention to children's care needs and developing their independence. A young toddler is encouraged to pull on socks and dress themselves with effective support from the member of staff. The children also eagerly don their wellington boots and coats for outdoor play. Staff allow time for those who are working out their right and left feet and how to reach round to insert their arms into their sleeves. Such practice supports children in becoming ready for the next big steps in their lives including the transition to school.

Senior staff are recognising that some strategies used for managing children's behaviour are not always appropriate. Where older children attend the out of school provision, staff are working very positively to improve behaviour. Some of the older children are showing an awareness of adjusting their own behaviour as the setting works closely with parents to address this. However, some of these strategies are not so effective with the younger children. The setting has a high percentage of two-year-olds who are busy, active explorers. Some children struggle with following boundaries and developing their

concentration and focus, particularly at group and meal times. Occasionally, this impacts on other children's enjoyment as staff attempt to develop younger children's understanding of acceptable behaviour in group situations.

Children's health and well-being is effectively promoted as they enjoy balanced and nutritious meals. The organisation has sourced a reputable company which provides meals that are designed specifically for children's diets. Children tuck in to substantial meals such as roast turkey and vegetables and any specific dietary needs are discussed with parents and adhered to. They sit together in a social group as they feed themselves and develop good manners from the positive role models offered by the staff. Children are able to settle in one room for their sleep whilst other children remain active in the other room or outside. They engage in physical exercise as part of the everyday activities and the setting works with guidance from the local children's centre to encourage healthy, active lifestyles to reduce rates of obesity within the community. Minor bumps and accidents are managed swiftly and efficiently and parents sign the records to indicate that they have been informed. This contributes to maintaining children's health.

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

Changes to management and staffing within the organisation and at the setting, has impacted on the standards of children's care, learning and development. However, the provider has recognised this and the appointment of a new manager is now having a significant effect on making improvements. The manager is extremely skilled and enthusiastic and is motivating the staff team very positively. The reformed management team is instrumental in working with the manager to bring the provision back to a high standard and a detailed action plan is in place to track and evaluate this improvement. Staff are contributing to the process of self-evaluation and have also sought the views and opinions of the parents and carers in this. Some parents had indicated that they were not fully aware of the role of a key person, or the Early Years Foundation Stage. The management have set plans in place to improve these weaknesses, as a matter of urgency, in order to engage parents more fully in their children's learning and development. Parent evenings are being arranged in order to encourage parents to share their children's achievements from home. These are not yet fully in place to impact on children's shared learning and development. However, such awareness does clearly demonstrate the commitment of the organisation and the staff regarding their capacity and drive to improve. Staff express their eagerness to start the training courses that are now being accessed, to further develop their skills and knowledge and improve children's progress.

Staff recruitment and selection procedures are followed rigorously and all staff undergo the relevant checking and vetting processes to ensure their suitability. This contributes to children's safety and security. They are further safeguarded as staff have a good knowledge of the policies and procedures to be followed in the event of any child protection concerns. Strong partnerships are in place with other relevant agencies and settings to support individual children and ensure that any additional guidance is sought swiftly.

The manager is aware of some of the variances in staff practice and is working with the organisation to support, mentor and nurture some less experienced staff as they gain confidence in developing their teaching skills. Their innate caring skills are valued and acknowledged as being important in identifying and meeting children's needs. The manager is preparing a system of more regular supervision and appraisal meetings to improve practice more swiftly. She has also worked with the organisation to establish a consistent team and reduce the use of other bank staff within the company. This contributes to a more settled key person system and more consistent care, learning and development for the children. Parents express their satisfaction with the setting in the questionnaires. Some comments include appreciation of the 'awesome staff' and 'I know my child loves it here; that's the measure for me'.

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

Unique reference number	EY264757
Local authority	Shropshire
Inspection number	911928
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	106
Name of provider	Hazles Farm Childcare Ltd
Date of previous inspection	07/10/2008
Telephone number	01743 233777

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

