

Bluebells Day Nursery

25 Bleakhouse Road, Oldbury, West Midlands, B68 9DR

Inspection date	17/05/2013
Previous inspection date	01/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff have a secure knowledge and understanding of the Early Years Foundation Stage. This means they have a good awareness of how young children learn. As a result, children's learning is well supported through play.
- Staff are vigilant to ensure that the environment is always safe and secure. As a result, children are well protected from harm.
- Staff work effectively with parents. They are kept well informed about their children's achievements through regular discussions and progress meetings.
- Children show good levels of confidence and independence skills through daily routines and their chosen play. Strong and secure relationships with staff help children build bonds with their key person.

It is not yet outstanding because

- Opportunities to enhance children's learning by using and exploring with a wide range of materials have not been fully embraced.

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 children's activities in all the rooms and the outdoor learning environment.
- The inspector held discussions with the manager and other staff working in the setting.
- The inspector conducted a joint observation of children's activities with the manager.
- The inspector spoke to children and parents to obtain their views about the setting.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at evidence of the suitability of all staff and the nursery's self-evaluation form.

Inspector

Lesley Bott

Full Report

Information about the setting

Bluebells Day Nursery was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a Victorian house in the area of Oldbury, Sandwell. It operates from the ground and first floors and there is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery employs 16 members of childcare staff. Of these, four hold appropriate early years qualifications at level 2, nine at level 3 and two at level 6.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 50 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the educational programme for expressive arts and design further by, for example, providing further opportunities for children to explore and experiment with a range of media and materials.

Inspection judgements

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

Children are well supported for school and their next steps as all staff have a strong understanding of the seven areas of learning. As a result, activities are promoted very well through comprehensive planning and monitoring. Systems to assess children's starting points on entry and transitions throughout the nursery are secure. These are implemented in a variety of ways, including working closely with parents from the beginning to find out about children's individual interests, needs, skills and abilities. Staff use observations effectively to plan the next steps in children's learning based on their current interests. As a result, children are making good progress.

Children's progress, enjoyment and achievements are recorded in individual 'Learning Journals', which give a clear overview of their progress. Parents are regularly encouraged to share their views and comments to enhance their children's development at home. Staff implement the progress check at age two years successfully as they identify the

achievements and learning priorities for this group of children. Well-organised rooms suit the needs of the children and allow for ease of access to the resources, which supports independent learning. This in turn, allows children to think critically, play and be active and creative within the nursery rooms.

The nursery places a high emphasis on developing children's communication and language skills from an early age. Staff introduce and repeat new words with babies as they look at picture books, while older children enjoy story time and singing rhymes. Books are easily accessible in all rooms to encourage children to develop an interest in them as they relax on the comfy cushions in the book areas. Children's early writing skills are developing well and they are involved in making marks using a variety of resources. For example, creating green pictures as they print with building blocks and wheeled toys. However, there is room to further improve children's opportunities to explore their skills in expressive art and design through exploration with different media and material. For example, exploring and running their fingers through gloop, shaving foam, and exploring different textures in play dough. Staff support children to make connections between words, letters and sounds. For example, the environment in all rooms is rich in print to enable children to learn to recognise familiar letters. Older children are keen to share their knowledge about the letters that make up their name. Activities such as these help support children's readiness for school.

There is a good focus on outdoor play, which children thoroughly enjoy and benefit from as they develop their confidence and refine their physical skills. For example, older children take part in weekly football training organised by a local football club where they have lots of fun learning to negotiate ball skills. Staff skilfully support younger children to use a variety of electronic resources through supporting the children to safely explore. This allows them to learn to push and twist knobs, as they develop their investigative skills with the contents of their treasure baskets. Children's broad learning experiences provide them with good activities for their transfer into full-time school. For example, children enthusiastically recall their experiences in cultivating and hatching 'chicks' in the nursery. They successfully make connections between their experiences, which enhances their learning.

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

Children's individual health, physical and dietary needs are comprehensively met. Any specific needs are well documented and understood by all staff. Children learn about good hygiene practices as they wash their hands at appropriate times during the day. Meal times are social occasions where they sit with their friends and staff to enjoy freshly cooked nutritious meals. In addition, children grow their own vegetables, which they are able to enjoy eating. This reinforces their understanding of healthy eating and encourages a positive attitude towards a healthy lifestyle. The indoor and outdoor areas are well organised, providing children with varied and exciting opportunities to play and explore as they enjoy the fresh air and exercise.

Children's safety and well-being is given good consideration. They play in a safe and secure environment and learn how to evacuate the premises in an emergency as they

practise regular fire drills. Children benefit from good levels of supervision and attention because staff deploy themselves well throughout the nursery rooms and outdoor play areas. This provides children with reassurance and they are secure in the knowledge that familiar staff are on hand.

This is a friendly and welcoming nursery where children are able to settle at a pace that suits them and their families. As a result, children develop close bonds with their key person who knows them well. This helps promote children's well-being effectively. All children show a strong sense of belonging in the nursery and approach staff with ease to make their needs known. Staff spend time at their level, sitting close by or on the floor, which makes it easier for children to communicate when needed. Staff know the children well and have a good knowledge of their individual needs and unique characters. Children are assisted well as they move rooms within the nursery with effective support from their key person. Preparation for children's transition to school and other settings is well established, leading to smooth transitions and continuity in their care and learning. Children's personal, social and emotional development is fostered well. Children are confident in their environment and their behaviour is good as they learn about the rules for being together, and how to use resources and space safely. Staff work sensitively in partnership with parents to support their children to be aware of the appropriate boundaries and behavioural expectations. As a result, children enjoy a harmonious environment where positive behaviour is praised and rewarded.

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

Leadership and management of the setting is good. Accurate identification of priorities through self-evaluation, and reflective practice provides systematic improvement of the quality of the provision. The inspection took place following notification of an incident involving a child regarding behaviour management. The manager took immediate action with advice and support from the local authority, and the nursery's disciplinary procedures were brought into effect. As a result, new thorough monitoring and performance management procedures have been implemented by the manager, together with amended policies and procedures. This ensures that children enjoy a safe and secure environment. The inspection found that the staff team have fully embraced the new policy and procedures. In addition, they have all attended in-house training for behaviour management to ensure that there is a consistent and robust approach throughout the nursery towards children's well-being.

Arrangements for safeguarding children in the nursery are very effective. All staff have a secure knowledge and understanding of meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, a comprehensive safeguarding policy, which is shared with parents, ensures that children are kept safe and protected from harm and neglect. Recruitment and vetting procedures are rigorously implemented, ensuring that all adults working in the nursery are closely monitored and assessed for suitability. Children are further safeguarded through high levels of supervision, staffing ratios and a culture of assessing and minimising risk to children during activities. This ensures that children enjoy a safe and secure environment.

The manager has comprehensive systems in place to monitor the effectiveness of the educational programmes and works with staff to analyse the quality of planning and assessment. This further promotes good continuity of care and learning. Plans to develop the nursery are firmly in place. Strengths and weaknesses are clearly identified. This demonstrates that management have a comprehensive understanding of how progression will be achieved within realistic timescales. All recommendations from the previous inspection have been met very effectively. The manager is aware of the impact of supporting professional development and training needs are discussed at meetings. This positively influences staff performance and improves learning opportunities for children.

The nursery liaises closely with other providers and a wide range of professionals, and they work together to support children and their families very effectively. This ensures that all children achieve well and receive any additional support they may need. As a result, all children make good progress towards the early learning goals. Children benefit from strong partnerships between staff and their parents and carers. Parents are well supported to be involved in their child's learning. For example, they are provided with a comprehensive range of policy documents and monthly newsletters. In addition, the nursery provides parents with a wealth of useful information via their website and social media page.

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	403707
Local authority	Sandwell
Inspection number	913407
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	50
Name of provider	Nurseries UK Limited
Date of previous inspection	01/06/2009
Telephone number	0121 421 6497

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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
Store St
Manchester
M1 2WD

T: 0300 123 4234
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