

Bumblebees Day Nursery Plymouth LTD

Bumblebees Day Nursery, Woolwell Road, Woolwell, Plymouth, Devon, PL6 7JW

Inspection date	22/07/2013
Previous inspection date	14/09/2010

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 provide effective support to each child in their learning and development, so children make good progress.
- Children are happy and are keen to learn, which forms a secure foundation for their future learning.
- Parents provide positive feedback about the nursery, they confirm that there are good communication systems in place.
- Self-evaluation procedures effectively identify ongoing improvement plans and staff development.

It is not yet outstanding because

- Opportunities for outdoor play, for the youngest children is not extensive.

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 each of the group rooms and outdoor areas.
- The inspector had discussions with the provider, manager, staff and parents.
- The inspector undertook joint observations with the provider and manager.
- The inspector read a sample of children's development records and specific policies and procedures.

Inspector
Julie Wright

Full Report

Information about the setting

Bumblebees Day Nursery (Plymouth) Ltd registered in 2006. It operates from a purpose built nursery in Woolwell, on the outskirts of Plymouth. The nursery is on two levels, with the first floor designated for the care of children aged under two years. Older children use ground floor rooms only. Children have use of enclosed outdoor play areas. Access to the first floor is by stairs. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Care is available for children aged from birth to 11 years. There are currently 228 children on roll, 172 of whom are in the early years age range. The nursery receives early education funding for children aged two, three and four years. It opens each weekday from 7.30am to 6pm, for 51 weeks of the year. There are 25 staff employed to work with the children, 22 of whom have early years qualifications at level 2 and 3. There are two members of staff who hold Early Years Professional Status. The nursery supports children who learn 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:

- increase the opportunities for babies to spend time outside and improve the range of outdoor play resources for mobile babies to discover and explore.

Inspection judgements

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

Staff care for children in four groups, with the younger children on the first floor known as 'Ladybirds and Caterpillars'. On the ground floor, children are divided into 'Bees and Butterflies'. Staff prepare children well for moving on, so they feel secure as they change rooms or go onto school. As an example, younger children visit the next group with their key person on several occasions before they move. There is an air of celebration and importance as the older children eagerly talk about going to school in September. Staff promote children's confidence, self-esteem and independent skills well, which effectively contributes to school readiness. Children take part in a good variety of activities, which include 'adult-led' and 'child-initiated' play. Staff provide close support and attention for children in focussed activities. For example, they ask children questions to prompt thinking and extend learning. When children mix paint colours together staff ask 'what does it feel like?' and 'how can we make purple?' Staff join in and demonstrate creativity, which interests children and promotes concentration. Children declare 'that's beautiful', as they watch patterns emerge. Role-play is popular with children because they enjoy using their

imaginations. Staff skilfully promote other areas of learning, such as mathematics and literacy, as children play in the 'ice cream shop'. For example, children draw pictures and consider different flavours and colours. They make a graph of how many of them like a particular flavour of ice cream. The activity also helps them to understand that people have different preferences.

Resources are readily accessible so that children can make independent choices. Older children select materials and tools, such as scissors, tape and wool, as they use boxes to create models. All children use a good range of sensory and creative materials. For example, the 'Bees' enjoy swirling shaving foam on the tabletop and making a picture of painted footprints. Children dig in sand and have fun as they bury a toy digger. They learn about capacity and fluidity as they pour water along pipe channels. Older children have consistent access to their outdoor play area. Staff equip this area well to promote 'continuous learning' outside. For example, they provide reading and writing materials, construction toys and physical play equipment. There is a growing area, for children to learn about nature.

Observation, assessment and planning procedures are effective throughout the nursery. In each area staff provide suitably challenging and interesting activities for children. They clearly identify children's developmental starting points and next steps. Parents contribute to the records of development and have regular meetings with staff to discuss children's progress. Staff display children's achievements on a special board and in children's individual records. For example, they note new words and physical skills learnt by babies. Staff complete regular summary reports, including the required progress check for children aged two years. They provide communication books for parents and other providers, when children attend more than one setting. These are a useful source of information, which contribute to continuity of care and learning for children.

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

Staff have good knowledge and awareness of children's personal needs and preferences. They incorporate babies' own routines within the daily activities, to meet individual needs. For example, they recognise when each baby is tired and ready to have a sleep. Staff change babies nappies regularly and promptly, so that babies are comfortable at all times. They provide a good range of toys indoors and interact well with babies. For instance, treasure baskets include a variety of materials and resources for babies to find and feel. Staff sit on the floor with babies and maintain good eye contact, which promotes security. They encourage early communication and language development as they sing or make sounds for babies to copy. Staff use Makaton signs and some key words in children's home language, to promote inclusion and communication. Staff take babies into a separate enclosed garden, to keep them safe from more boisterous play of older children. They go out for approximately thirty minutes in the morning and then again later in the afternoon. Staff sometimes take babies for a walk in pushchairs, within the local area. Although, compared to other children, babies have fewer opportunities to benefit from being outside in the fresh air. Staff sit with non-mobile babies outside and provide suitable toys for them to reach and look at. Crawling and toddling babies begin to move around

and explore with growing independence. However, the variety of resources for them to discover does not thoroughly promote curiosity and inquisitiveness. Good use is made of photographs of children and their families throughout the nursery. Younger children particularly enjoy looking at their family photographs with a member of staff. They also show keen interest in their reflection in a low-level mirror as they wriggle their bodies around and babble. Consequently, babies make good progress in their prime areas of learning.

Staff effectively promote and protect children's health and well-being. For example, they are conscientious in their hygiene practice, to prevent risk of illness and infection. Children learn good health routines, such as cleaning their teeth after lunch. Staff sing special songs as helpful reminders to children, to reinforce learning. Children respond well to staff and learn good behaviour, which helps to keep them safe. For instance, older children understand about the 'safe circle', so they know where it is appropriate to ride their bikes outside. Staff encourage children to understand consequences and to have a sense of responsibility. Therefore, children develop positive attitudes and awareness of others. Children practise physical skills with exuberance. As an example, they learn to balance on two-wheeled push-along bikes as they ride around a track with enthusiasm. Children run, climb and jump, negotiating space and risk as they do so. Children aged two to three years have times when they play outside with the older children. They enjoy these opportunities to socialise together. The younger ones wear orange tabards so that staff can easily see where they are, to maintain safe supervision. Suitable arrangements are in place for the provision of food and drink, to meet children's individual dietary requirements. Staff are aware of children's preferences and allergies and provide alternative foods, to suit children's needs. They take effective steps to protect children in hot weather. For instance, they apply sun cream, provide plenty of drinks and ensure that children wear hats.

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

Staff have secure knowledge of the statutory welfare, learning and development requirements. They effectively implement their policies and procedures, to promote and protect children's welfare. Staff are careful in their supervision of children. For example, they use sound monitors and make frequent checks on sleeping babies. They maintain required ratios, for instance, additional staff provide cover for lunch-breaks. Staff attend relevant training so that they have up-to-date information on the Local Safeguarding Children Board procedures. They are clear about their roles and responsibilities to protect children from risk of harm. Records and documentation are in good order, which contributes to safeguarding and promoting children's welfare. For example, staff are vigilant in asking parents to sign the pre-existing injury record. The premises are secure and suitable safety equipment is in place, such as safety gates on the stairs. These restrict access to the younger children and prevent accidents.

Robust vetting and recruitment procedures are in place, to check that persons caring for children are suitable. The provider and manager monitor staff suitability and performance

through regular supervision and appraisal sessions. They observe staff interactions with children to check that they are positive and actively encourage learning. In order to provide effective support to children, staff develop strong relationships with other agencies. As an example, they work closely with the speech and language service, to promote a consistent approach in teaching and learning. Staff reflect on their practice and contribute to the self-evaluation process. For example, they review how effective the play activities are in helping children to learn. Since the last inspection, staff have addressed recommendations, making improvements to the appraisal system and in liaising with others. An ongoing staff-training programme is in place, which promotes professional development. There continues to be extension and improvement in the provision of outdoor play resources, particularly for the older children. Staff work well with parents and provide clear information for them. There is a prospectus about the nursery, which includes details of children's activities and childcare policies and procedures. Staff suggest activity ideas for parents and children, to promote shared learning at home. Parents are highly complimentary about the care given to their children. They describe good relationships with staff and are very happy with their children's progress.

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	EY338731
Local authority	Devon
Inspection number	923781
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	84
Number of children on roll	228
Name of provider	Bumblebees Day Nursery (Plymouth) Limited
Date of previous inspection	14/09/2010
Telephone number	01752 77 77 98

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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
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M1 2WD

T: 0300 123 4234
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