

# Bumbles Nursery

31 Northway, Maghull, Liverpool, Merseyside, L31 7BG

## Inspection date

17/07/2013

Previous inspection date

23/11/2011

## 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 knowledge of how young children learn enables them to provide a range of experiences and activities that support them to become active and inquisitive learners.
- The key person system is firmly embedded and children feel safe and secure. Partnerships with parents, carers and other professionals are strong and as result, children make good progress in their learning and development.
- Children enjoy and benefit from the regular opportunities to play outdoors and be physically active. This helps support their understanding of a healthy lifestyle and develop physical skills and spatial awareness, such as when using the wheeled toys.
- Children's learning is enhanced by regular trips to the local shops. They enjoy the company of the friendly staff, who sit with the children and join in their play.

### It is not yet outstanding because

- Opportunities for children's understanding of disability have scope for further development.
- Children's understanding of time, shape and weight is not as well supported as number use and recognition of numbers.

## 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.

## Inspection activities

- The inspector looked around the setting, including outside.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector carried out observation of the children during activities.
- The inspector looked at documentation. This includes children's records, policies and staff files.

## Inspector

Sandra Harwood

## Full Report

### Information about the setting

Bumbles Nursery was registered in 2004 on the Early Years Register. It is situated in a two storey detached property in Maghull, Liverpool and is one of two owned by a private individual and is part of Kid zone Limited. The nursery serves the local and wider community and is accessible to all children. It operates from three playrooms and there is an enclosed garden area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications ranging from level 3 to level 6. One member of staff holds Qualified Teacher Status and Early Years Professional Status. There is also a number of support staff.

The nursery opens Monday to Friday, 51 weeks of year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 78 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- extend the range of opportunities for children to help them understand about length, time, weight and capacity
- enhance children's understanding of the wider world by, for example, providing positive images of children with a range of disabilities.

## Inspection judgements

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

The nursery provides an interesting and bright environment for children. Staff make good use of the large variety of resources to promote children's all-round learning. Children have space to enjoy their play and become active, motivated learners as they explore the range of resources and equipment. Parents and children spend time with their key person before they start in the setting. This gives parents the opportunity to inform them of their child's welfare requirements and what they can do. This is complemented with written daily communication sheets. Consequently, parents are effectively informed of the

experiences their children have enjoyed.

Staff demonstrates a good understanding of how young children learn. Their clear knowledge about the importance of parental involvement in children's learning is carried out in a variety of effective ways. For example, they have daily verbal exchanges, input into their child's records and a 'news tree' for pre-schoolers and parents to share news from home. Staff know the children well and have developed their files, which include observations, photographs and children's work. Planning incorporates children's next steps in their learning, which staff identify through regular observations and children's interests. Regular progress checks, which include the progress check at age two are in place and include all those involved in children's learning processes, such as parents.

Indoors and outdoors, children actively explore and engage in a range of activities as they gain the confidence and skills to enable them to become inquisitive learners. Staff support babies as they splash in the water. They laugh together as babies 'plop' down in the water and continue to repeat as they consolidate their understanding of how actions have an impact on others. Pre-school children develop their game of hide and seek and squeal with delight as their friends catch them. Toddlers practise their pedalling skills, as staff and children work together before staff encourage them to have a go on their own, with great cheers as they succeed. Staff foster children's communication, language and number recognition very well. In the outdoor area, tee-shirts with numbers pinned to the wall and wheeled toys numbered to match the parking space help support all children's mathematical skills. However, other areas of mathematical understanding have scope for development. For example, there are fewer opportunities for children to learn about length, measure and time through exploration and play and practise these skills to gain confidence in these areas. Staff engage children in conversations, also, babies and staff exchange babbles as staff copy and extend the babies' language skills. Staff model language well and use descriptive words, such as 'wiggly' path as the children ride round it. Children's need for space and quiet times are well supported through dedicated areas indoors and outdoors, for example, they can sit quietly in the bamboo tunnel and relax.

Lots of artefacts and photographs are displayed across the nursery. Staff help children to identify different cultures and countries and support their understanding of the wider world as they talk to them about what they can see. Children show their understanding of the natural world. For example, a conversation with a pre-school child about the strawberries they are growing, informs the visitor that you 'can't eat them because they need water to first'. Children visit shops in the local area and this offers them first-hand experiences as they develop their understanding of their local community. However, children do not always have opportunities to think about, develop and embrace an understanding of disability. Pre-school children have lots of opportunities to use technology as they confidently use 'talking books' and the computer to upload and print photographs they have taken. This supports their readiness for school.

Staff provide children with a wide range of materials resources and sensory experiences to enable them to explore textures and media. For example, babies explore cornflour and water, showing concentration as they watch it move. Toddlers experiment with foam outside, watching as it spreads around. Inside, staff support children in the pre-school as they use the sand from the tray to create a beach and feel the texture with their feet.

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

Children have an assigned key person, who is very friendly and speaks to parents on a regular basis. All children, including babies show a strong sense of security and belonging in the nursery. Children's self-esteem and confidence is well supported. Babies are made to feel secure through lots of cuddles and good eye contact and reassurance. Toddlers are supported to play alongside their peers as they develop social skills, such as sharing and turn taking. Older children invite their friends and staff to join in their play, this demonstrates that they feel safe and secure in nursery. Children co-operate well with each other and they behave well as staff support positive behaviour through praise and verbal encouragement. Toddlers and pre-school children are encouraged to think about their behaviour as they decide, which 'promise' on the board they have done, for example, 'kind hands'. Staff respond positively by naming something each child has done. This promotes their self-esteem and confidence.

The planning of the environment and careful organisation of resources assists teaching and children's learning, making every area accessible and meaningful to children. For example, all equipment is stored at child-height to enable children to choose equipment they want to use. Picture and word labels help the children to make links as they learn to put resources back in the correct place. Children's social skills are developing because staff act as good role models, for example, as they sit together at mealtimes. They demonstrate their awareness of others, such as when a child shows concern that a member of staff has not given vegetables to another child. The member of staff responds with clear explanations as to why she has not given his friend any and praises for showing concern about friends.

Children demonstrate their understanding of how to keep themselves and others safe when using the stairs. Staff further ensure children's safety as the whole nursery practise fire evacuation regularly and this increases their awareness of what to do in an emergency. A range of healthy meals and snacks complement children's participation in a range of physical activities. These, together with conversations about being healthy, develop understanding of healthy lifestyles. Children's independence and self-help skills are promoted as staff encourage and support them. For example, as they clean their teeth after meals or attend to their own personal toileting needs.

Children's transitions into and through the nursery are supported very well. The settling-in and the move between rooms are completed at the child's pace and in full partnership with parents. Very good links with local schools and parents aids children's smooth transition to school.

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

A good safeguarding policy is in place and this has clear information on procedures for staff to follow and has all required contact details. Clear policies and procedures demonstrate the nursery's commitment towards the welfare of children. This includes a

policy regarding the use of cameras and mobile telephones. Staff leave their telephones in the staff room, which further promotes children's safety. They are confident and fully aware of the procedures to follow with regards to recording and reporting any concerns relating to children's safety or adult behaviour. Children are allowed to explore their surroundings and are appropriately challenged as staff supervise them well.

The inspection took place following notification by the provider of an incident where very young children exited the garden gate. Following the incident, the provider and manager held a meeting with all staff to ascertain how the gate was unbolted. The provider and manager have been pro-active working together with the staff to devise an action plan and implement a more robust risk assessment. A chain has also been added for extra security. The new risk assessment involves a member of staff checking the outside area, followed by a second member of staff both record and sign the checks. Final responsibility for checks lies with the senior staff member of each room, who now checks before entering the garden with the children again. This check is recorded and signed. The inspector observed this and staff demonstrate that this is embedded in their practice as they check with the senior staff in the room that checks have been carried out. A discussion with the manager about staff deployment and supervision of the children informs that training and discussion with staff has been implemented previously and is ongoing, which staff confirm. Observations on the day found staff fully engaged with the children at all times. The manager confirms that parents can still choose to use the gate to pick up their children. The entry consists of a member of staff opening and allowing one parent at a time. Discussions continue with regards to the safest way for parents to access the outdoor area directly.

Partnership with parents is successful. Staff are very welcoming and friendly when parents arrive with their children and have a verbal update to discuss children's needs. Parents spoken to say their children are very happy in the nursery and they make comments, such as 'it felt friendly when we looked around' and 'staff involve us by giving ideas to do at home.' These partnerships continue to develop through special events, such as craft events to encourage parents, in particular fathers, into the setting and be involved in their children's learning. Well-established links with external agencies ensure that children, who have special educational needs and/or disabilities receive effective support. Although, no children attend other settings, staff are very aware of the need to be proactive to ensure they receive continuity of care and learning. Self-evaluation is well established and used to identify areas for improvement. Staff meetings, sharing knowledge and ideas with other settings and parents' feedback and local authority input, all feed into the nursery's ongoing evaluation, which is used to continually make improvements.

Robust procedures are in place for vetting, recruitment and appraisal of staff by the manager. These procedures are in addition to regular supervision and monitoring of practice. The manager and staff discuss practice, training and further ways to improve and support, building upon their good knowledge and experience. Training is used effectively to improve practitioner's knowledge and improve the practice in the setting. For example, recent training on the way that boys learn is being cascaded through the nursery by the Early Years Professional. The manager and Early Years Professional evaluate the planning and activities across the nursery, in order to improve the quality of what they offer. They attend network meetings and have regular advice from the local authority early years

consultant to ensure their understanding of early years practice is up to date and put this knowledge into practice to support children's learning and development.

## 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>	EY280250
<b>Local authority</b>	Sefton
<b>Inspection number</b>	927656
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Angela Mary Makinson
<b>Date of previous inspection</b>	23/11/2011
<b>Telephone number</b>	0151 287 3944

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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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