

# Bluebells Day Nursery

21 Littleworth Lane, Partridge Green, Horsham, West Sussex, RH13 8JE

## Inspection date

28/08/2013

Previous inspection date

01/12/2009

## 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 take good steps to make sure children are kept safe.
- Children are happy and settled and show good levels of enthusiasm as they confidently join in activities in small groups and are equally happy to play independently with their chosen resources.
- Effective partnerships with parents means that children's progress at home and nursery are shared and used to plan for their next steps in learning.
- The setting and in particular the manager has a clear vision for the nursery and endeavours to improve practice through new initiatives gained from training.

### It is not yet outstanding because

- Routines to promote independence are not always consistent throughout the day.
- There are few wall displays that support babies being stimulated or offer alternative opportunities for them to learn.

## 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 had discussions with the manager and deputy.
- The inspector observed children at play.
- The inspector looked at documentation, including policies, children's records and the nursery's self-evaluation form.
- The inspector sought the views of parents of children who attend the nursery.

## Inspector

Nadia Mahabir

## Full Report

### Information about the setting

Bluebells Day Nursery registered in 1999. It is privately owned and operates in a modern purpose built converted farm building in Partridge Green, West Sussex. The nursery is registered on the Early Years Register and opens from 8am to 6pm, Monday to Friday all year round. Children have access to two rooms and have direct access to an enclosed outdoor area. There are currently 36 children on roll. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. A total of seven staff work directly with the children; all of whom hold relevant early years qualifications.

### What the setting needs to do to improve further

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

- ensure that routines to promote independence, for example, at meal times, are consistently embedded throughout the day
- create a visual environment of a variety of interesting displays within the baby room, including pictures and photographs showing familiar events, people, objects and activities.

## Inspection judgements

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

Children thoroughly enjoy attending this nursery, which provides them with a welcoming, vibrant and stimulating environment to learn through play. The well resourced indoor environment is organised effectively, creating an accessible environment where children access a developmentally appropriate range of toys and resources. As a result, children are able to find the equipment they require and make independent choices from the wide selection available. The outdoor space is effectively used as an extension of the indoor learning environment. It is used throughout the day and promotes all areas of learning. Therefore, children can be active in their play and learning. Children enjoy energetic and active play in the garden. They develop their good physical skills and coordination as they climb and balance on the climbing frame and enjoy the space to run. They use small ride-on toys, confidently building up their leg muscles.

Children are inquisitive and active learners as they take part in a broad range of activities. For example, babies, supported by attentive staff, clearly enjoy the sensory experience of

using their fingers to make marks on paper with paint. They have wonderful opportunities to explore and investigate; however, visually, the environment is not currently used to provide stimulation and offer alternative opportunities for them to learn from what they see.

Children use a wide range of electronic toys and access computers to promote their understanding of technology. Children demonstrate a good interest in mathematics. For example, They often refer to objects by size and shape and regularly count. Children complete a range of puzzles, build using a wide range of construction and fit shapes into the shape sorter. They take part in a range of creative play, including printing and painting, manipulating dough and cutting and sticking activities. Rooms for children are organised well to provide them with space to be active, as well as to enjoy quieter play. This includes cosy areas to sit and listen to stories and sing songs. Overall, children attending the nursery quickly grow in confidence. Children are strong communicators and older children use language expressively. They ask questions, talk about their feelings and share their ideas with confidence. Older children have good opportunities to learn about letters and sounds, and practise writing their names. This helps to support their literacy skills. Staff model spoken language very well. They ask thoughtful questions and carefully introduce new vocabulary through spontaneous conversations with children. This teaching supports the children's good progress in their communication and language skills. It also helps children to extend their learning as they play, while gaining useful skills for when they move on to school.

Children are making good progress in their learning and development. Staff demonstrate a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They work well as a team to provide and plan and provide children with stimulating activities and experiences based on their interests and learning priorities. This supports children to make good choices throughout the day. Staff analyse where children are at in their development and note the next step in learning. Parents are kept well informed about their child's time at the provision. They benefit from receiving regular feedback of their children's daily routines and their learning. Parents are encouraged to contribute by sharing their own comments and views. This includes the progress check at age two years.

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

Children are eager to be involved with play activities, because staff understand and respond to their individual needs. Children explore all areas confidently and independently, accessing toys of their choice from the very wide range available. Children have good opportunities to develop an awareness of diversity, as they play with figures, dolls and books that reflect positive images. Staff plan activities related to festivals that help children learn about different cultural celebrations. Children are developing the skills to embrace new experiences and demonstrate confidence to explore the world around them. For example, they eagerly engage with visitors to the nursery, initiating conversations and explaining what they enjoy playing with. Staff skilfully use each child's interests to extend their learning. Children are learning to adopt a safe and healthy lifestyle. They benefit

greatly from the strong focus on play, and learning in the outdoor environment. Children show enthusiasm and excitement during outdoor play. For example, they show delight and confidence when riding bikes, climbing, using the slide and chasing one another. The nursery also regularly visits places of interest within the local community. This ensures children enjoy fresh air and exercise and learn about the area in which they live.

Babies form very strong attachments to their key person and respond with smiles and gurgles when they interact with them. Daily routines, such as nappy changing are well managed so young children are comfortable throughout the day. Children competently learn to manage their own personal hygiene and develop their understanding of cleanliness, during regular opportunities to clean teeth after lunch. Babies are supported to feed themselves and drink from their cups. However, these routines are not consistent for older children. As a result, there are occasionally missed opportunities for children to learn skills that they will need when they move to school. For example, finding their own packed lunch, pouring their own drinks and helping to clear away their lunches. Staff place a high priority on supporting children through transitions. Children spend time with their key person in their new environment as they move through the nursery. This helps them to become familiar with their new surroundings and routines and settle quickly. Older children visit local schools to spend time becoming familiar with a school environment. Staff also share information on children's learning and development to promote effective continuity of care and learning.

Children's safety is given good consideration and care routines are carried out well. Sleep arrangements for children are well-managed and children are monitored very closely during sleep times to ensure their safety and comfort. Staff have a good understanding of the care needs of individual children and parents' preferences. Children's understanding of safety is threaded through the daily routines. For example, learning that resources such as sand must be used with care, simple tools used safely and rules followed when going outside. All children enjoy lots of hugs and cuddles from caring staff throughout the day, and are supported to manage their feelings and behaviours. Any potential upsets are diffused by the timely intervention of staff, who model and support strategies to resolve the issues. Children are at ease with the staff and are happy to seek their help and chatter freely with them throughout the session. They learn about being kind, helpful and gentle, sharing and listening to each other. Good social skills are reinforced with children, particularly during snack and mealtimes, with gentle reminders to say 'please' and 'thank you'. Staff act as positive role models and praise the children, further promoting their good behaviour.

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

The leadership and management have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage, including arrangements for safeguarding and suitability. They implement these consistently to create an environment that is welcoming, safe and stimulating. There are clear procedures in place for safeguarding and designated persons

have appropriate qualifications. All staff are fully aware of how to respond to any concern about a child. Staff implement all required policies and procedures well. Comprehensive policies and procedures, including a complaints policy, are in place and shared with parents. Detailed procedures for vetting and assessing the suitability of staff are in place. Clear induction procedures help new staff to be confident in implementing the nursery's policies and procedures effectively.

Children's safety and well-being are given good consideration. Staffing arrangements ensure that children are well-supervised at all times. Staff are vigilant and give good attention to daily routines and safety checks. Risk assessments are completed and daily safety checks ensure an overall safe environment is provided. Effective partnerships with parents, carers and others involved in the children's care help promote inclusive practice. In addition to an effective key person system, this ensures children make good progress in their learning and development. A newsletter is sent out monthly to inform parents about forthcoming events and they are regularly invited into the provision to discuss their child's development. Successful links are established with other providers, such as the local schools, to ensure a smooth transition between settings and support continuity of care and learning for each child.

Good levels of self-evaluation value and take into account the views of staff, children and their parents. The information is used to improve and develop policies, practice and procedures. A questionnaire is sent out to parents at least annually, asking for their views about the nursery. The responses from these are analysed by the senior management team and any issues raised are acted upon as necessary. Management monitor staff performance through appraisals and informally through observation and working alongside the staff. As a result, there is good attention to staff development and an expectation that staff both attend courses regularly and gain additional qualifications. The manager provides a positive model for this. Since the previous inspection, the nursery has worked hard to address weaknesses and has successfully implemented the recommendations made. The manager works closely with several support staff from the local authority, actively seeking advice and acting on it to improve the provision. The nursery has developed a clear and well formed programme for continuing to raise the quality of the provision.

## 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>	113379
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	932517
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	22
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Bluebells Day Nursery Ltd
<b>Date of previous inspection</b>	01/12/2009
<b>Telephone number</b>	01403 711084

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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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