

Bumble Bees Day Nursery

21 Inglis Road, London, W5 3RJ

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| Inspection date | 20/09/2013 |
| Previous inspection date | 12/05/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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 | | 1 |
| 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 are exceptionally caring and supportive towards children, this means children feel safe and are forming secure emotional attachments.
- Staff know children well, therefore, their planning of activities and assessment of children's progress is effective in meeting their individual learning and development needs.
- There is a strong partnership with parents and other professionals, therefore, all children, especially those with special educational needs and/or disabilities are supported well and making good progress in preparation for their moves to school or other settings.
- The management team motivate the staff to continually improve practice and develop professionally. As a result children benefit from a well-trained, highly motivated team around them.

It is not yet outstanding because

- Although the quality of teaching is strong overall, staff occasionally miss opportunities to extend children's communication and language skills.
- Supervision of staff is not as secure as it could be and therefore does not always identify all aspects of practice to be improved.

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 in the five nursery rooms and the outside learning environment.
- The inspector held meetings with the provider and the management team.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector took account of the views of the parents spoken to on the day and from feedback documentation shown.
- The inspector carried out a joint observation with the Deputy Manager.

Inspector

Carolina Montesinos

Full Report

Information about the setting

Bumble Bees Day Nursery is privately owned by Bumble Bees Day Nursery Ltd. It registered in 2005 and operates from a converted house in Ealing Common, in the London borough of Ealing. All the children's rooms are on the ground floor. It is open each weekday from 8am to 6pm. Children have access to an enclosed outdoor play area.

There are currently 60 children within the early years register age range on roll, some in part-time places. The nursery is in receipt of funding for the provision of free early education to children aged three and four.

The nursery currently supports children with English as an additional language and children with special educational needs and/or learning disabilities. It is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The nursery employs 17 staff, of who 15 hold appropriate 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:

- strengthen the evaluation of staff's practice with a particular focus on the impact of teaching on children's learning

- increase opportunities for the extension of children's communication and language skills.

Inspection judgements

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

The atmosphere across the nursery is calm and purposeful, which encourages children to learn. Staff work very well together to ensure the smooth delivery of the planned and free flow activities. Children of all ages are fully engaged, keen to learn and making good progress in their learning and development. This is because staff know their key children well and plan activities to meet their individual needs. For example, the staff have made dual language picture books to support children whose first language is not English.

The educational programme is varied and balanced across all areas of learning in and outdoors. There is a good system for observation, assessment and planning in place and

observations of the children fully inform the nursery's plans and are used as evidence to track children's progress. The quality of teaching is good. All staff are highly motivated and are constantly looking at ways to improve practice and provision. However, some staff do not extend children's language development with the same effectiveness and skill as others.

Staff have a secure knowledge and understanding of how to promote learning and development and have high expectations of all children. Therefore, children are motivated to learn. For example, in the baby room a member of staff has planned a sensory activity based on a group observation. She begins the process of making corn flour 'goo', and slowly pours water onto the tray from high capturing the children's attention. As a result, children approach the activity enthusiastically, pouring, mixing and exploring using all their senses. Staff give a running commentary of what is happening, which extends children's learning.

Staff consistently provide challenging and stimulating activities for the children according to the individual needs and interests. As a result, children are becoming confident learners. For example, in the baby room, a member of staff sings a familiar song to children, who respond by moving and bouncing to the song and making noises with some pots and lids they are playing with. Staff respond quickly to the children's initiative and demonstrate how to use the pots and lids as instruments, which the children then imitate.

Children are aware and prepared very well for change, this shows that children have become confident and have had the support and care they need to manage their own feelings and take change in their stride. In the preschool room, the staff support the children going to school effectively, they work well with the local authority, Early Years Consultant and the local schools to prepare children going to school. Children who are going to school talk excitedly about it.

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

Children have extremely positive relationships with the staff and other children, they are extremely confident and feel safe and secure in the nursery environment. This is evident during dropping off times as children stay happily at nursery and seek out others they feel safe with. The nursery is bright, welcoming and well organised and children choose from a very good range of activities inside and in the outdoor area. Staff have built very secure emotional attachments to children. As a result, children throughout the nursery are happy and calm, their good behaviour show they feel safe in the care of the staff and are fully engaged in purposeful play.

Children are kept safe in the care of the nursery staff. At the same time, children are given plenty of opportunities to take risks and access a very rich variety of resources and activities. Children are taught to safely use a large wooden climbing frame, children's hammers and nails for construction, real materials to explore like bricks and spades in the digging area, for example. The atmosphere in the nursery is exciting as children are engaged in play, yet calm and safe because children are learning to manage risks. As a

result, children's understanding of age appropriate risks is excellent. Staff are effective in supervising children at all times and promoting their safety.

Staff support children extremely well in their understanding of the importance of self-care and having a healthy diet through their daily routines as well as through focused activities. Staff prepare a healthy snack with the children every day and skilfully use this opportunity to extend children's learning. For example, as the staff cut a peach in half, children are encouraged to feel and observe the different textures and shapes of the fruit. Staff teach children the importance of washing their hands before eating and handling food. They make sure they can do this by placing soap and towels easily within all children's reach. As a result, children learn good personal hygiene practices very quickly.

There is a strong and effective partnership between the staff and families. Parents feel very pleased with the care their children receive. They are fully included and supported regarding their children's learning and development, which ensure continuity of care and learning between home and the nursery. This is achieved as staff make themselves available and key information about the children is exchanged between the parents and staff on a daily basis at the beginning and end of the day.

Staff place a very high priority on ensuring children enjoy a smooth as possible move from room to room as they progress. Transition documents, key person meetings and support from staff result in children feeling secure within their new environment. Children's continuous learning is protected as a result. For example, toddlers who have just moved from the baby room start their day having breakfast in their previous learning environment, then their key person collects them after breakfast, allowing children to move at their own pace.

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

The management team show a strong focus and passionate drive to provide excellent care and inspirational learning for children. Both of the deputy managers completed their Early Years Professional Status and more recently their Masters degree in Early Years. They use their in-depth knowledge of early years to inspire best practice and monitor planning and delivery of the educational programmes, which is already having a positive impact on the provision.

However, although the nursery has a highly qualified team and a strong monitoring system is in place, the evaluation of the impact of staff's practice sometimes lacks focus. Nonetheless, the managers take every opportunity to develop practice continuously. For example, they are proactive in using feedback from their early years consultant annual improvement report and work closely with local authority early years staff, the nursery staff team and parents.

The provider and her management team have a thorough understanding of their legal responsibilities regarding the safety of the children and meeting the Early Years

Foundation Stage legal requirements. All the staff know and are confident with the procedures and policies in place and both parents and staff have full access to these at all times. The managers update policies on a yearly basis. Children are safe in the nursery, only staff and authorised adults have access to the premises during nursery hours and only permanent staff answer the door the front door.

The nursery has a strong system for performance management starting with a rigorous and consistent recruitment process, which ensures all references and vetting record checks are in place and up to date by the time new staff starts work. The management team carry out staff observations and have formal and informal supervision times with the staff. All staff are encouraged to develop professionally, therefore, there is a low staff turn over. There is a lovely atmosphere among the staff. Most permanent staff have been trained at the nursery and all of them feel proud and motivated to continue to enhance their practice and progress professionally.

The management team and staff have a good understanding of the learning and development requirements and monitor the provision well, for example, by evaluating observed activities and tracking children's progress. The nursery is divided in three groups, babies, toddlers and pre-school, each group has its own manager overseeing their own development plan and staff show a sense of ownership. For example, they reorganised the preschool into two rooms the children have access to at all times, this gives children more space and growing independence as they become more mature.

The management team value the views of those accessing the provision. Parents and children have valued input in the nursery's improvement plan through parents questionnaires and children's picture surveys for example. Parents are also encouraged to give their feedback by sending emails, using to a suggestion box and accessing information through the nursery newsletter.

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

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|------------------------------------|-----------------------------|
| Unique reference number | EY307542 |
| Local authority | Ealing |
| Inspection number | 845711 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 39 |
| Number of children on roll | 60 |
| Name of provider | Bumble Bees Day Nursery Ltd |
| Date of previous inspection | 12/05/2009 |
| Telephone number | 0208 9926263 |

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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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