

Bumble Beezzz Day Nursery

39 Highgate Road, Holly Hall, DUDLEY, West Midlands, DY2 0SZ

Inspection date

Previous inspection date

16/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children make strong and close relationships with their key persons, ensuring that children are emotionally secure and reassured, preparing them well for their move to school.
- Children are motivated to learn, investigate and explore as they take their ideas in various directions, accessing the array of resources with increasing independence.
- Children's behaviour is good as they are supported in negotiating, compromising and considering the needs of others as well as their own.

It is not yet good because

- There is some inconsistency in the quality of teaching particularly with the use of questioning techniques and open-ended questions which can, at times, limit children's verbal responses.
- Some observations and assessments are not yet fully accurate in ensuring that all areas of learning are covered equally over time, as noted by the manager through the monitoring process.
- Parents of younger children have limited direct access to their children's developmental records, due to the way in which the records are stored.

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 throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery owner/manager, the deputy and staff at appropriate times throughout the day.
- The inspector interacted appropriately with children during the inspection and spoke with them throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records, risk assessments and accident records and a selection of policies and procedures.
- The inspector conducted a safety check of the premises during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Patricia Webb

Full report

Information about the setting

Bumble Beezzz Day Nursery was re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house near to the Merry Hill Centre in Dudley. It is privately owned and managed, serves the local area and is accessible to all children. It operates from three main care rooms set out over two floors with stairs access to the first floor. There is an enclosed area available for outdoor play to the rear of the property.

The nursery employs 10 members of childcare staff, of whom nine hold appropriate early years qualifications at level 3. Two members of staff are working towards a foundation degree. In addition, a cook is also employed.

The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6.15pm. Children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery receives support from the local authority and works in partnership with the local children's centre.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the quality of teaching further to ensure a more consistent approach is fostered, focusing on staff using more effective questioning techniques in order to promote children's communication and language development further, particularly for the younger children
- improve the process for observation and assessment to ensure that all areas of learning are covered equally and that assessment is more accurate and precise so that children can make better progress.

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

- explore ways of engaging parents more actively in accessing their children's developmental records, particularly with the younger children.

Inspection judgements

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

Children are making steady progress as staff develop their confidence and skills in teaching. Staff are enthusiastic and eager to improve their delivery of the learning and development requirements of the Early Years Foundation Stage. Recent changes to planning and delivery have resulted in a higher emphasis on child-initiated learning as staff are identifying children's individual interests and learning styles. Children's progress is being observed and assessed, although at times, some assessments are not yet wholly accurate. This means that some gaps in certain areas of learning are not always picked up in the planning, such as extending a child's literacy skills more frequently. However, in practice, staff are developing their confidence in observing more keenly and using children's interests more to promote engagement and motivation. For example, a child shared a recent walk to the park at circle time and then sat with the member of staff to draft a 'map'. This has sparked an interest in the local area and children are spotting familiar landmarks and tourist attractions. These are being linked to children examining maps and viewing satellite pictures of their locality, trying to 'spot' their own houses.

There are some variances in the quality of the teaching around the nursery, which the management are aware of and are working to improve. Some staff are skilled in asking open-ended questions that encourage children to think critically and attempt to solve simple problems for themselves. In the pre-school room, a group of children become absorbed in replicating the three houses from the well-known story about three little pigs. Together with the member of staff, they discuss the various materials the houses were made from and the outcome for each of the pigs as the wolf visited. This is then taken further by the children who start to 'wrap' pretend Christmas presents to place under the tree. Throughout the activity, children engage in deep conversation, prompted by the member of staff who encourages the children to describe what they are doing, what materials and tools they need to use and how they can work as a team, all valuable skills as they prepare for the next steps in their early education. Not all staff are as competent in this practice as yet, particularly for the younger children, as some questions posed by staff result in a nod or simple 'yes' or 'no' response. While staff offer a language-rich environment, chattering and giving running commentaries about what is happening, they do not always fully consider how to elicit spoken language back from the children other than may be one or two word answers. The additional use of sign language, such as Makaton, and the close working with the early years mentor from the local authority, means, however, that staff can access additional support where necessary. This is particularly helpful for supporting children with English as an additional language and children with special educational needs and/or disabilities.

Babies enjoy easy access to a raft of resources, crawling and toddling around to find their own special spaces in the room. Staff use their undulating voices as they read stories to the young toddlers, engaging their interest and encouraging them to turn the pages. They delight in identifying their facial features, peering into the mirror and copying the member of staff as the story unfolds. Older children wait with bated breath as the member of staff builds up the excitement in their story and they shriek out the familiar 'abracadabra' word as the magic happens. Outside, the children enjoy building and creating their 'castle' using the plastic bread baskets and crates. This soon changes to become a castle and then a rocket. Again, the variable teaching means that such spontaneous child-led activities are not capitalised on as much as they could be to further extend children's imagination and creativity.

Parents provide a range of information about their children at the start of the placement and are encouraged to update this regularly in order for staff to plan to meet individual needs. Parents speak with confidence about their children's progress and appreciate the various ways in which they receive feedback. Daily record books allow for two-way exchanges to take place between home and the nursery. Parents attend more formal sessions with their child's key person each term and some make written comments about the learning and development. This includes the progress check done at age two. The direct access to some children's learning and development records is hindered by the way in which these are stored. While older children can access them in their personal drawers and share these with their parents, this is not so easy for parents of children in the toddler room. The use of 'Travelling Ted' has been instrumental in promoting the concept of children's early learning being a partnership between home and the nursery. The nursery has also forged strong links with the two main feeder schools in the area to promote a consistent approach to preparing children for their move to school.

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

There has been a significant improvement in the overall condition of the premises, indoors and outside. Staff carry out more rigorous risk assessments to identify and minimise any hazards. Children have helped with cleaning some of the large outdoor equipment as they learn to be responsible and care for their environment. They also consider their own safety as they practise crossing the road with care, negotiate and manoeuvre the wheeled equipment and understand that tidying up is important in keeping safe. Children have regular opportunities for active outdoor play. Older children access this freely, using the steps with care and exploring the environment with curiosity. Digging vigorously for worms, children revel in the messy mud play, sharing equipment and taking turns to offer 'snail pie' to the staff to 'eat'. The nursery is working with the teacher from the nearby children's centre to develop a 'forest school' style element to outdoor activity. Staff are monitoring the risk assessments to ensure that children learn about 'risk taking' for themselves in their play. Past hazards related to an adjacent property have now been removed and children are able to enjoy their outdoor play in safety once more. They now also access a wide range of resources and equipment more freely to enable them to plan and play spontaneously.

Children relate warmly to their familiar key persons and look to them for reassurance, particularly when visitors are present. Staff support children in gaining the necessary skills for their self-care. Working closely with parents, staff support children's progress in their toileting routines and self-care needs. Settling-in routines are also tailored to meet individual children's and family's needs and this ensures that children are emotionally secure as they start in the nursery and move through each age group. Parents supply detailed information about their children's individual needs, cultures and family backgrounds to enable staff to plan effectively. Staff also work sensitively with parents as they manage routines, such as sleep times and potty training and support such routines at home. Dietary and medical needs are adhered to with great care and the cook takes her role seriously in ensuring that the freshly cooked meals are balanced and nutritious, consulting with parents where necessary. This has been acknowledged in a recent

inspection by the environmental health department where five stars were given for food hygiene. Children's health and welfare is further promoted as minor accidents and injuries are managed efficiently by staff who hold current first aid certificates. All such incidents are recorded and parents receive a carbon copy of the report, having been asked to sign to acknowledge the sharing of the information. Staff also acknowledge that, due to the active play, children can have minor injuries which they may not always share with staff, having picked themselves up and returned to their play.

Children's behaviour is managed well as staff acknowledge children's efforts as well as their achievements. This promotes children's self-esteem as they try new skills, develop friendships and work out hierarchy in their play. For instance, two children negotiate their turns on the swing and learn about the art of compromise as one sets off to play in the mud kitchen whilst waiting. Staff are positive role models for the children, reinforcing good manners and showing care and consideration for others; valuable lessons to support children as they prepare for the next big steps in their lives.

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

This established nursery re-registered in October 2013 as a result of changes to the status of the registered organisation. One of the original partners is now the sole registered provider and manager and she is working systematically to support staff and raise the standards of practice within the setting. Together with her deputy manager she has sought additional support from the qualified teacher and staff at the nearby children's centre as well as early years advisors from the local authority. Detailed and realistically achievable action plans are in place to focus on the key areas for improvement. This demonstrates a committed intention to improve as the owner/manager is now more actively involved in the day to day operation of the provision. The management is aware of the variances and inconsistencies within some aspects of teaching, due in part to changes within the practice regarding planning, observation and assessment. The management is monitoring staff practice more rigorously and staff's opinions and views have been sought through effective questionnaires to identify further training needs. Staff and the management share a collaborative vision for the future and how practice will develop to improve outcomes for all children. They are very aware of how some changes to practice will take time to become established as they develop confidence and become more reflective in analysing their own abilities.

The self-evaluation of the practice is a very honest and accurate account of where the setting is in its journey of improvement. The management team is taking time to supervise and appraise staff more formally. This means that they can be assured that all staff are developing their knowledge and understanding of why some of the changes have been necessary. Staff are also very honest and responsive to adapting their practice, particularly as they analyse the benefits to children of the higher emphasis on child-initiated activity. These changes are also being shared with parents who speak highly of the staff, the management and the progress their children are making. Parents also appreciate the flexibility of the nursery when arranging their childcare and cite their pleasure at how children's individual needs are being met. They refer to staff seeking key words in some

children's home languages, ensuring children's preferred names are pronounced correctly and meeting individual dietary requirements.

Parents are reassured of their children's safety and welfare as all staff undergo the required vetting and clearance procedures as part of the safer recruitment systems in the nursery. Risk assessments are carried out daily and staff ensure that ratios are met indoors and outside to keep children safe and well supervised. All staff have a sound knowledge of the safeguarding requirements with regard to child protection. The nursery works closely with the local children's centre to support children and families in the area. Testimonials from the children's centre confirm the effectiveness of the joint working. The strong links with the local schools ensure that children are suitably prepared for their move to full time school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY471197
Local authority	Dudley
Inspection number	945093
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	31
Number of children on roll	29
Name of provider	Donna Louise Hoult
Date of previous inspection	not applicable
Telephone number	01384484252

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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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