

Bumbles Day Nursery Ltd

Daromaba House, Clemo Road, Liskeard, Cornwall, PL14 3XA

Inspection date

09/09/2014

Previous inspection date

03/06/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 work closely with parents to ensure they meet children's individual needs, enabling children to settle well.
- The nursery provides a safe welcoming and well-resourced environment both indoors and outside, which children enjoy exploring.
- Staff plan and effectively provide activities, which build on children's interest and offer suitable challenges so they make good progress in their learning.
- Children are prepared well for the next stage in their learning and the move to school, as staff provide effective support that makes them feel confident.

It is not yet outstanding because

- Staff do not use the outdoor environment to maximise the learning opportunities for children, especially those that benefit from being outdoors, so they see and use numbers and signs in their play.

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 toured the areas of the nursery premises that children use.
- The inspector observed the children and staff, and their interactions both indoors and outside.
- The inspector had discussions with the provider, the manager, staff, children and parents.
- The inspector sampled a range of documentation including children's assessment records, planning, evidence of staff suitability, daily attendance records, action plans, accident records and various policies including safeguarding.
- The inspector carried out a joint observation with the manager.

Inspector

Sara Frost

Full report

Information about the setting

Bumbles Day Nursery and Out of School Club opened in 1995 and is privately owned. It operates from a building on a small industrial estate on the outskirts of Liskeard town. The nursery is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. The out of school club operates Monday to Friday from 7.30am to 9am and from 3pm until 6pm during term times. In the school holidays it is open Monday to Friday from 7.30am to 6.00pm. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. It receives funding to provide free early education to two, three and four-year-old children. There are currently 170 children on roll, 123 of whom are in the early years age range. The nursery employs 25 members of staff, 20 hold appropriate early years qualifications and four staff members are currently working towards qualifications. The nursery employs a cook.

What the setting needs to do to improve further

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

- extend learning opportunities for all children, but especially those more active children who learn better outdoors, to challenge their literacy and mathematic skills further.

Inspection judgements

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

Children settle well in this welcoming nursery, where a dedicated group of staff effectively support children's learning and development. The provider, manager and staff have a good knowledge and understanding of the Early Years Foundation Stage. Staff provide children with a range of learning experiences across all areas of learning. The ranges of activities engage children as they play both inside and outdoors. Staff provide a good balance of adult-led and child-initiated activities that effectively takes into consideration children's stage of development. For example, staff plan activities that introduce and support younger children's next step of toilet training through cutting and sticking activities about articles of clothing and introducing a specific story about self-care.

Staff gather detailed information from parents and complete their own observations when children begin at the nursery. They use this information to carefully plan suitable and challenging activities around children interests and ability. The key person continues to observe their key children to plan activities that will further develop their learning and capture children's imagination. Staff share their observations and children's next steps in learning with parents through children's learning journals, and termly assessments. This

includes the required progress check for two-year old children. The various pilot schemes the nursery has been involved in enable them to develop good links with outside agencies. As a result, the nursery is able to provide an inclusive nursery and seek additional support to enable all children to make progress. The nursery is currently working with local schools to develop ways to improve their established partnerships and work together in preparing children for school life. In addition, the nursery has systems in place to share information with other settings children attend to promote consistency in children's learning and development.

Teaching throughout the nursery is good. Staff effectively promote early communication and language as they sit with the children on the floor and engage eye contact and talk to them. This is successfully promoted throughout the nursery environment, for example, staff consistently engage with older children, posing open questions such as 'what do you think we might find'? This type of questioning encourages older children's thinking skills and develops their imagination. Staff support children's early literacy skills through reading stories and talking about the initial sounds of words. Staff encourage older children to write their names on their art work and recognise letters. There is a lot of displays and labelling in the nursery, making it an inviting and welcoming environment for children. However, the outdoor free flow area for the pre-school room lacks opportunities for staff to fully extend children's literacy and mathematical skills, especially those children who prefer to learn outdoor. This is because the outdoor environment lacks opportunities for them to see and use sounds, letters and numbers in their play. Staff teach children about shape and space, for example, when observing their facial features in a mirror. Children learn to count and solve problems through singing number rhymes and using simple programmes on an electronic tablet. Staff foster children's imagination well through their engagement in children's play, for example, as they play in the dark tent, or paint themselves with 'water sun cream'.

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

The staff's welcoming approach to children and their parents helps children to settle. The child's key person works closely with parents to provide the support their child needs to feel emotionally secure. They encourage parents to stay as long as they wish, to help their children feel comfortable and confident in the nursery. Staff work hard to engage and support children who need additional help to settle. For example, they sang a particular song during singing time as the parent had shared it was a favourite. Staff effectively support and gently encourage children to take part in activities. Staff work together well as a team sharing good information about the children. As a result, staff within the rooms are familiar with the children, and can therefore, promote their well-being.

Staff organise the rooms well within the nursery. This helps children to move freely and confidently. For example, younger children have plenty of space to develop their walking skills. Children are happy and confident, older children strike up conversations with others and familiar adults, younger children relish in seek game, giggling as staff give chase. Resources are accessible and low-level, at heights suitable for children. This promotes children's independence as they choose their favourite toys to play with.

Children's behaviour, given their age and stage of development is good. For example, pre-school children use 'spot timers' to take turns on the electronic tablet, reminding each other whose turn it is next and happily handing over the mouse. These skills help to prepare children for their future learning, including the transfer to school. Staff provide consistent, clear guidance for younger children who require additional support, so they learn to share and be kind to each other. Kind actions by the children are acknowledged by staff, which promotes children's self-esteem. Staff plan activities that enable children to explore and celebrate cultures and beliefs of others. This raises children's awareness of, and respect for, people's differences.

Staff promote and develop good hygiene routines with children, encouraging them to be independent in their self care. Staff teach children how to keep themselves safe as they play through clear explanations. For example, they remind children of safe places to 'run indoors', and how to hold scissors correctly and why it is not safe to wave them about. The nursery employs a cook to prepare cooked lunchtime meals, ensuring they consider and meet children's individual dietary needs. Staff promote children's independent skills, for example, they encourage younger children to self-feed, and for older children to confidently pour out their own drinks.

Children are learning about healthy lifestyles. They understand the importance of hand washing, and the need to apply sun cream and wear hats when the sun is shining. All children enjoy daily opportunities to take part in physical exercise and fresh air. Staff make good use of the outdoor facilities, from a well-resourced range of outdoor equipment. They have improved the organisation of the outdoor area following their last inspection. Staff set up both outdoor areas prior to children using them, which enables children to make choices in their play and engage in challenging activities the moment they go outside to play.

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

The provider and manager demonstrate a good understanding of their responsibilities in meeting the learning and development, and the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a good understanding of their local safeguarding procedures and are confident to follow these if required. To ensure all staff are familiar with current safeguarding practices, they regularly share information and provide refresher training courses. As a result, staff demonstrate a clear understanding about safeguarding procedures and are clear about what to do if they have any concerns about a child in their care. Staff carry out risk assessments and regularly review them to ensure the nursery environment is safe for children. There are clear procedures in place for the safe recruitment of staff. The new procedures, put into place following their last inspection, now include health checks to further secure staff suitability to work with children. Management provide ongoing supervision and monitoring to support staff skills and identify training needs.

Management monitor and reflect on the effectiveness of the nursery successfully. They update and regularly review the good range of written policies and procedures. They share these with staff and parents to maintain consistency in practice throughout the nursery. Management explore different ways of sharing policies and procedures with staff so they remain well informed and are clear on their responsibilities. The nursery also regularly reminds parents of their policies by focussing on a different policy each month. Since the last inspection, the nursery has a new pre-school room with its own outdoor area, and a new outdoor area for all children's use, which children enjoy. The provider and manager have changed the nursery's planning and observation processes. Planning now takes into consideration observations and next steps for each child; building on aspects that interest them, which include the outdoor area. As a result, activities engage children and provide targeted challenges to aid their progress. The provider and manager are very passionate and enthusiastic, and regularly take part in pilot schemes to benefit outcomes for children. As a result, they have developed strong partnerships with other agencies in the community and have motivated staff to make improvements. The nursery has action plans to ensure they continually evaluate the learning environment, educational programmes, and teaching skills for the benefit of the children.

There is a strong relationship with parents. Staff share detailed information with them about their child's progress each day. Parents of babies and younger children receive communication books. These books record information about their child's day and informs them which staff their children have contact with in their child's room during the day. This helps parents to see that continuity in their child's care remains consistent. Meetings with parents and their child's key person provide opportunities to share how their children are developing and learning. Parents spoken to during the inspection talked positively about the caring ethos throughout the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	102765
Local authority	Cornwall
Inspection number	816844
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	170
Name of provider	Bumbles Day Nursery Ltd
Date of previous inspection	03/06/2010
Telephone number	01579 343767

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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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