

Bluebell Nursery

50 Carlyon Road, Wembley, Middlesex, HA0 1JE

Inspection date	02/10/2014
Previous inspection date	14/04/2009

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		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 are considerate, caring and respectful towards the children and children are secure and confident in the nursery.
- Staff know the children well and as a result plan indoor activities that are exciting, fun and challenging.
- Strong partnerships with parents and other professionals contribute to meeting the needs of the children effectively, and any additional needs are identified quickly.
- There is a strong leadership team and as result all staff know and understand their roles and responsibilities.

It is not yet outstanding because

- The outdoor area for the babies and younger children does not reflect the high quality of provision in the baby room. This restricts learning for those children who prefer to learn outdoors.

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 observed children's play and staff's interaction, both inside and outdoors.
- The inspector talked to parents, staff and children, and held regular discussions with the manager.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.
- The inspector sampled safeguarding policies and procedures.
- The inspector offered the manager the opportunity to conduct a joint observation.

Inspector

Julie Biddle

Full report

Information about the setting

Bluebell Nursery is a privately run nursery. It registered in 1984. It operates from a two storey building in the London Borough of Brent. Access to the premises is via a ramp or steps. The nursery is open each weekday from 7am to 7pm for 52 weeks of the year. All children can access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register. The provider receives funding to provide free early education for children aged two, three and four years. There are currently 52 children in the early years age group on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are 13 employed staff including the manager, all of whom hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- develop the outdoor provision further for babies and younger children to offer additional challenge and excitement.

Inspection judgements

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

Children's learning and development is promoted well by enthusiastic staff. The staff have a good knowledge of the requirements of the Early Years Foundation Stage. As a consequence they plan a range of play and learning experiences indoors that motivate, excite and challenge the children. The staff team have a good knowledge of how to promote the learning and development of children and babies. Activities are well presented to support children's learning and development. Staff use good teaching techniques to engage children during play and encourage learning across all areas. For example, they encourage the children to think about the size of the bubbles they have blown and the colours of the paint they are using. Children were delighted to join in special events to celebrate the Hindu festival of Navratri. The children recalled a trip to the temple and the dancing they had seen. The children danced together listening to the music as they tapped out rhythms on the drums. Staff encouraged children to use traditional sticks to enhance the dance. Staff's good quality interaction and good role modelling encourages children to use and understand language successfully. All children enjoy singing. For example, staff in the baby room sung songs as the babies moved around and joined in with familiar words. Children are eager to join in conversations with their friends and the staff; they talk about the activities they have taken part in and what they would like to do for the rest of the day. Staff use these opportunities effectively to talk to the children about feelings and the words to use to describe how they are feeling.

Children play cooperatively, especially in the home corner. They confidently talk about the food they are cooking as they pretend to make tea and toast for staff. Children and babies develop natural curiosity as they play inside and outside. Staff respect and value information recorded about babies' home routines, which they follow to help children settle into the nursery. This means that they are able to support the babies as they develop their self-confidence. The babies thoroughly enjoy play as they potter around their room choosing from the wide range of toys, and they gain confidence in their walking and climbing skills as they play. However, staff do not offer the same quality of resources and play experiences to babies outdoors as they do indoors. This means that babies who learn better outdoors do not have the same opportunities for play and exploration.

Older children have use of a garden area, which offers them space to play and explore. Children develop their large muscle movements as they enjoy climbing and whizzing around on bikes. The toys and resources used in the garden are safe, suitable and in good condition. Staff have created an environment that is busy with photographs, creative work by the children and labels. This means the children are gaining an understanding of how words carry meaning to support their literacy skills. Children are prepared successfully to move on in their learning and to school.

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

The key person system is effective and staff are sensitive to the needs of all children. As a result, children form secure attachments. Children demonstrate good levels of confidence and self-esteem. They move freely around the nursery, cooperate with their friends and are keen to share their activities with staff. Babies enjoy lots of cuddles and affection from the staff, further supporting a feeling of safety and security. Staff deployment both inside and in the garden is effective, meaning children remain safe and secure. Children's behaviour is good and their sense of belonging is demonstrated by their familiarity with routines. For example, children know when it is time to tidy away their toys and prepare for snack time. Staff explain sensitively to children that when an activity comes to an end if they really enjoyed it they can play it again. This means that children can develop their play to its natural conclusion. This helps children to feel their opinions are important and gives them a sense of belonging.

Babies enjoy lots of cuddles and affection from the staff, further supporting a feeling of safety and security. Staff work well in partnership with parents to enhance children's good emotional development and to ensure continuity of care. Staff encourage children to explore the environment under close supervision. For example, children plant vegetables and fruit that they enjoy eating when they are ready to harvest. These opportunities encourage children to explore the world around them. Children begin to develop good self-help skills, such as serving themselves at snack and mealtimes and becoming independent in toileting routines. They have healthy choices at mealtimes. Fresh food is cooked daily on site and meets the dietary needs of all the children. Children energetically join in with physical games in the garden. This provides children with firm foundations for

developing healthy lifestyles.

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

The manager/provider demonstrates a commitment to the staff and their work in the nursery. All staff demonstrate a clear understanding of the Early Years Foundation Stage and know how to implement it successfully to promote good outcomes for children. The staff group work well together and they are supportive to each other. For example, they inform each other when they are leaving the room, which means children are supervised well. There is a robust recruitment process in place to ensure staff are qualified and suitable to work with children. An induction and probationary period means the manager/provider is able to monitor the work of new staff. Effective performance management means staff are monitored to ensure they develop and maintain their skills, knowledge and practice to drive improvement in the quality of the provision. Staff access good levels of training which means they remain motivated and excited by their work.

The staff are moved around the nursery at regular intervals so that they know the children well and can meet their needs wherever necessary. In addition, this process supports the children as they move from room to room because they too know the staff well. All staff are aware of each child's individual learning needs and styles because the systems to monitor the educational programmes and children's progress are effective. The staff use a comprehensive assessment process to evaluate the progress the children make. Staff complete the required progress check for two-year-old children and share the report with parents. This encourages parents to promote their children's learning at home and helps staff to identify any gaps in learning at any early stage.

Management and staff complete regular evaluations of the quality of provision using the views of staff, parents and children. This helps them identify accurately their priorities and plans for improvement. Children benefit from good procedures to keep them safe, for example, visitors to the nursery are asked to show identification and are never left alone with the children.

The nursery is well-ventilated and in good condition. Staff ensure toys, resources and the areas used by children are kept clean. Arrangements for safeguarding children are securely in place. The policies and procedures are thorough and contribute to the safety and welfare of the children. The designated safeguarding persons have completed appropriate safeguarding training to fulfil this role. Staff demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care to help keep them safe.

Parents are included fully in their child's learning and development. A regular two-way flow of information, through discussions and the exchange of records, provides staff with information to meet the changing needs of the children. Parents speak positively of the nursery; they feel part of their children's learning and are happy with the information they receive from the staff. The setting works well in partnership with others, such as the local

authority advisors who provide guidance to the manager and staff.

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	137765
Local authority	Brent
Inspection number	991425
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	85
Number of children on roll	52
Name of provider	Vishnu Desai
Date of previous inspection	14/04/2009
Telephone number	020 8566 7876

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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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