

# Bumble Beezzz Day Nursery

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

<b>Inspection date</b>	11/12/2014
Previous inspection date	16/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider has failed to inform Ofsted of an allegation made against a member of staff. This is an offence and also a breach of the legal requirements for both the Early Years Register and the Childcare Register.
- Children's safety and welfare is compromised because the entry system to the premises is not secure. Therefore, there are risks associated with children leaving the premises unnoticed and that of unauthorised access by others.
- Staff do not use effective strategies to manage children's behaviour, in particular, in the pre-school. This means they do not promote children's emotional well-being effectively.
- The quality of teaching does not sufficiently challenge children's learning to encourage them to think and extend their skills. Therefore, children's learning and development is not always well promoted.
- The management team do not effectively monitor teaching practices and assessments of children's progress to ensure the best possible outcomes for all children.

### It has the following strengths

- Children are provided with regular access to an outdoor play area, which supports their physical development and promotes a healthy lifestyle.

## 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 teaching and learning activities in all the playrooms in the nursery and the outdoor area.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out joint observations with the provider and the manager.
- The inspector met with the manager and looked at children's development records and a range of documentation.
- The inspector viewed evidence of the suitability and qualifications of staff working in the setting and a range of other policies and procedures.

## Inspector

Rupinder Phullar

## 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. The nursery serves the local area and is accessible to all children. It operates from three main care rooms set out over two floors with stairs to the first floor. There is an enclosed area available for outdoor play to the rear of the property. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. One member of staff has a foundation degree and the deputy manager has Qualified Teacher Status. In addition, a cook is also employed. The nursery opens Monday to Friday, all year round, from 7.45am until 6.15pm. Children attend for a variety of sessions. There are currently 29 children on roll 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.

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

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

- ensure entry systems to the premises are secure at all times to eliminate risk associated with children leaving the premises unnoticed and that of unauthorised access by others, so that children's safety and welfare is not compromised
- implement a behaviour management procedure that is consistently and effectively applied to ensure children learn how to behave appropriately, so that all children can fully enjoy activities in the pre-school.
- ensure children's learning is consistently challenged to encourage them to think and extend their skills by improving the consistent use of appropriate teaching strategies, so that they develop their critical thinking skills across a range of challenging activities
- make sure that existing strategies are improved to monitor the quality of teaching, so that all staff are less directive and have a clear knowledge of the characteristics of effective learning to secure the best possible outcomes for children.

### Inspection judgements

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

Generally, children are happy, settled and are making some progress towards the early learning goals. This is because children have built good relationships with staff who know them well. Children appear comfortable in their surroundings and they readily take part in the range of activities that are provided for them. Equipment is laid out to reflect all areas of learning so that children can make choices about what they would like to do. Older children benefit from the choice of whether they wish to play indoors or outdoors, which ensures that they enjoy learning opportunities in both environments.

Overall, the quality of teaching across the nursery is variable. This is because staff do not consistently use teaching strategies that successfully support children to make good progress in their learning. Nevertheless, some staff have a suitable understanding about how to promote children's learning and development well. For example, the youngest children enjoy interacting with staff, who are playful and engaging while teaching them important skills for the next stage in their learning. Staff play games with children, which involves them hiding behind a scarf and exploring lights from the torch. They use different tones of voices, give simple instructions and use gestures to engage children in play. They use simple words and appropriate questions, such as 'What is this?' This encourages children to be motivated and play as they benefit from the sensory experience. Children follow instructions to look at the colours as they hide underneath the scarf. As a result, these children learn to listen, wait, and begin to work together and use their imagination. This supports their all round learning and development. Across the nursery, staff promote the love of books with children. For example, in the baby room staff use simple descriptive words, such as 'soft' and 'shiny' as they explore textures in books. Children actively take part in the experience as they turn the pages. Staff repeat words slowly to support children to develop their communication and language skills. This also supports children to become familiar with print from an early age and fosters their early reading and writing skills, ready for school when the time comes. In the toddler room, staff engage children in conversation to develop children's language and use mathematics in everyday play. For example, as children make spiders with play dough staff encourage children develop their own ideas and imagination. Staff ask appropriate questions to support children's thinking. They give instructions that children follow and they use descriptive language, such as, 'that is a big spider'. Staff use mathematical concepts as they support children to count the legs on their play dough spider. They encourage children to add one more to challenge them appropriately. As a result, some children are developing skills that support them in the next stage of their learning. However, in the pre-school, teaching is weak. Staff are rigid in the way that they lead adult-led activities and do not always encourage children to extend their learning. For example, during a key-group session children engage in an activity where they are learning about the effects of mixing two different colours of paint. Staff provide children with the resources and give them instructions. Children follow instructions and take their time as they carefully paint on their sheets of paper. However, when some children request to move on to mixing the next set of colours, staff tell them that they need to wait until the next key-group time. Consequently, children's learning is not extended naturally and their progress is not actively promoted. Similarly, during cutting and gluing activities staff give children instructions and then move away leaving children to continue with the activity alone. As a result, some children become disengaged from the activity and move to something else and others struggle with developing their physical skills, such as scissor control.

Each child in the nursery has an individual learning-journey file, which has photographs of children engaged in activities and examples of artwork. Key persons in all the rooms routinely complete observations and suitably assess children's progress. As a result, children make some progress in their learning. Parents are asked to complete information documents when children first start, which ensures that children's individual capabilities and interests are known. Staff exchange information about children's progress with parents using a progress summary document, which contains written summaries for each area of learning. This document is also used to form the progress check for children between the ages of two and three years and a summary for staff when children move rooms. The setting also holds parents' evenings during the year so that parents can view children's files. Staff share this information with them offering them ideas of things they can do to support their child's learning at home.

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

The key-person system is well embedded and staff speak affectionately and knowledgeably about their key children. Parents have been provided with information about the role that the key persons play. Children's routines, likes and preferences are shared at settling-in visits, which means that staff have relevant information to help children to settle when they start. Staff get to know children and their family well, which enables them to form secure relationships. Consequently, children are developing a sense of belonging in the environment, which to some extent supports their emotional well-being. Parents say that they are satisfied with the care that their children receive at the nursery. However, these feelings of safety and security are somewhat misguided. This is because staff do not ensure that the entry systems to the premises are consistently secure. Consequently, there is a risk of children leaving the premises unnoticed and that of unauthorised access by others into the setting. Therefore, safeguarding practice is not robust enough to maintain children's well-being.

Children's behaviour is sometimes poor, in particular in the preschool. Staffs' knowledge of how best to support children's behaviour is weak and existing strategies are not consistently followed. This means that children are not developing an understanding of boundaries and expectations. For example, during whole-group activities, staff do not consider the age or individual learning needs of some children. Staff begin to read a story, which the majority of children want to hear. However, some children quickly become bored and disruptive and try to wander around from the area. Staff ask them to sit down however this is not always heard. Instead of reminding children of the rules and boundaries of expected behaviour during this time, staff allow those children to continue to be disruptive throughout activity. As a result, not all children enjoy the experience, which significantly affects their social, emotional and personal development.

Children are encouraged to have regard for their personal hygiene, as they wash their hands before eating and after going to the toilet. The outdoor area provides regular opportunities for children to spend time in the fresh air and to take physical exercise on a daily basis. This helps to keep children healthy. Children are able to choose whether to play indoors or outside. This helps to introduce children to a healthy lifestyle and supports

them to understand the importance of regular physical exercise. Children are also provided with healthy and nutritious meals, and children's dietary requirements are met. Children enjoy snack time and are encouraged to pour their own drinks and help themselves to fruit. This helps to promote independence and gives them opportunities to practise some future life skills.

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

Leadership and management of the nursery are inadequate. This is because the provider does not demonstrate a sufficient understanding of their responsibilities in meeting the legal requirements of the Early Years Foundation Stage. In particular, the provider has failed to follow the required procedure to notify Ofsted when an allegation is made against a member of staff. In addition, entry systems to the premises are not secure. This means that there is a risk of children leaving the premises unnoticed and that of unauthorised access by others. As a result, children's safety and welfare are not assured. Furthermore, the manager has not ensured that staff are familiar with and effectively implement the behaviour management policy. This means that children are given inconsistent messages about what is acceptable, leading to disruptive behaviour, in particular in the pre-school room. This means children's wellbeing is not assured. Consequently, the provider is in breach of the safeguarding and welfare requirements, and of the requirements for the Childcare Register. The provider and her deputy manager are the designated safeguarding persons and the setting has a suitable child-protection policy in place. Staff working with children are clear about their responsibilities towards protecting them from harm and neglect. They are fully aware of the signs and symptoms of abuse and the procedures to follow should they have any concerns about a child in their care. Adult-to-child ratios are maintained and clear records are kept of any accidents or any medicines administered. Recruitment, vetting and induction processes for all adults who work with children or come into contact with them, are secure. For example, all staff working at the premises complete Disclosure and Barring Service checks. This helps to establish that staff are suitable to work with children.

The provider takes some steps to improve the nursery. She gains views from parents, children and staff to help evaluate the quality of the provision and implement changes in the day-to-day running of the nursery as a result. However, self-evaluation is not accurate and has too little impact on improving practice. There are improvement plans in place and some suitable progress has been made to address the actions made at the previous inspection. The provider was asked to explore ways of engaging parents more actively in accessing their children's developmental records. The provider has reorganised the way in which children's development files are stored in each of the rooms. As a result, parents have easy access their children's development files during collection or when dropping their children off. The provider has recently made some suitable changes to the systems of monitoring and supervision of staff and have included methods to assess staff knowledge of children's progress. However, there is still not a strong enough focus on the quality of teaching and assessment for learning to impact positively on the educational programmes. As a result, the quality of teaching continues to be weaker in some areas of

the nursery, and some areas of learning are less well planned for. Therefore, children are not all making consistently good progress in their learning and development.

The provider has partnerships in place with other professionals, such as the local authority and is receiving support from them to develop their tracker systems to identify gaps in children's learning and to address these promptly. Staff have established close partnerships with parents so that relevant information is shared and they are supported to guide their children's learning at home. Consequently, children's care needs are appropriately met.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- ensure that Ofsted is informed of any allegation of serious harm to, or abuse of, a child committed by any person looking after children on the premises, or by any person, where the allegation relates to harm or abuse occurring on those premises (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register)
- ensure that Ofsted is informed of any allegation of serious harm to, or abuse of, a child committed by any person looking after children on the premises, or by any person, where the allegation relates to harm or abuse occurring on those premises (voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised except where the childcare is open access childcare, or where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied

(voluntary part of the Childcare Register).



## 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

<b>Unique reference number</b>	EY471197
<b>Local authority</b>	Dudley
<b>Inspection number</b>	962989
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	31
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Donna Louise Hoult
<b>Date of previous inspection</b>	16/12/2013
<b>Telephone number</b>	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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