

Bell Day Nursery Community Interest Company



Bell Day Nursery, Peaslands Road, SAFFRON WALDEN, Essex, CB11 3ED

Inspection date

21 April 2015

Previous inspection date

29 May 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is superb. Practitioners are dedicated to providing children with a wealth of interesting activities that inspire and excite them about learning.
- Practitioners use the outdoor learning environment very effectively to promote all areas of learning. The opportunities for exploring natural resources are excellent. Regular 'Forest School sessions' are well integrated into children's daily experiences. This is because of to the practitioner's commitment to planning according to children's interests.
- Children and practitioners have very strong bonds. This fosters children's emotional well-being to a very high level.
- The very careful planning and close working with external agencies ensures all children, including those with special educational needs and/or disabilities, are cared for extremely well.
- The tracking of children's progress is rigorous. Individual practitioners pay attention to detail and are very clear in their assessments. This leads to highly effective cycles of planning and tailored teaching throughout the nursery.
- The managers implement highly effective performance management of practitioners. This develops their skills and they share the outstanding aspects of practice across the nursery. This contributes significantly to the success in securing the very high standards achieved.

What the setting needs to do to improve further

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

- continue to enhance the excellent interactive, practical phonics teaching, for example, by providing a greater quantity of each letter to enable children to make multiple words.

Inspection activities

- The inspector observed activities in each of the base rooms, the garden and conducted a joint observation with the manager.
- The inspector, practitioners and children had wide ranging discussions at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, including safeguarding, children's progress and self-evaluation.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children.

Inspector

Alison Reeves

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Children thrive in the stimulating environment. Practitioners seize the opportunities for learning with gusto, which in turn, enthuses children enormously. Practitioners use their qualifications and experience to great effect. They recognise there is scope to develop their ideas further to continually extend children's learning. Practitioners use clever questioning in conversations to help children think and communicate what they know and what they might find out for themselves. In small group activities, practitioners inspire children's imagination as they pretend to hold frogs. Their talk explores where the frogs might go and this further inspires a game of hide and seek later in the day. Practitioners use opportunities to extend children's mathematical learning and their understanding of the world. They look closely at the shadows cast by the sun and compare the height of the building and the trees. Children are really well prepared for school. This is because practitioners work in close partnership with the local schools to ensure children have the skills they need. They become capable, independent learners. Practitioners frequently share children's learning with parents. They encourage their contributions towards children's education by providing activity ideas and resources for families to share at home. These successful practices support children in making the best possible progress in their learning.

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

Children behave well at the nursery. Practitioners are effective role models who support children to explore their feelings positively. Highly successful partnerships with parents help practitioners get to know children well. Children rapidly develop their independence. Practitioners promote key skills in decision making and foster children's 'have a go' attitude to life and learning. Children, including the very youngest, enjoy the freedom to choose many of their activities. They thoroughly delight in investigating the sand and water, seeing what happens when these are combined. Practitioners are always on hand to gently guide children and to reinforce their learning. Healthy, balanced meals and robust hygiene routines further support children in keeping well.

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

Highly effective and robustly implemented management systems, have rapidly improved the quality and consistency of teaching. The programme of training for all has had a very positive impact on their confidence and ability to teach using highly appropriate strategies. Children's progress towards the early learning goals is rapid and secure. Practitioners and managers evaluate the precise observations and assessments. This ensures they effectively identify any gaps in learning, and ensure additional resources and support are put in place quickly. Each practitioner understands their role and responsibilities in delivering the Early Years Foundation Stage. The comprehensive policies underpin practice helping to ensure children are effectively safeguarded and new team members undergo robust recruitment.

Setting details

Unique reference number	EY430811
Local authority	Essex
Inspection number	1010975
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	93
Name of provider	Bell Day Nursery C.I.C
Date of previous inspection	29 May 2014
Telephone number	01799 528051

Bell Day Nursery Community Interest Company was registered in 2011. The nursery employs 22 members of childcare staff. Of these, 16 hold an appropriate early years qualification at level 2, 3, 5 or 6, including two with Early Years Professional status and Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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