

Bumble Beezzz Day Nursery

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



Inspection date

11 May 2015

Previous inspection date

11 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The provider has effectively used well-focused action plans to ensure that improvements have been made since the last inspection. This means that children benefit from a safe and caring environment.
- The provider and staff understand their role in ensuring that children are kept safe from harm. Recruitment and vetting systems are thorough because appropriate suitability checks are carried out on staff.
- Staff encourage children to take part in a range of well-planned activities that are suited to their stage of development. Consequently, children are engaged in play-based experiences that they are interested in. This helps to foster a positive attitude towards future learning.
- The nursery has a wide range of interesting resources that are well laid out in all rooms. Children confidently make choices about what they would like to do and they play happily together.

It is not yet outstanding because:

- On occasions, younger toddlers do not benefit from the same access to the garden area as older children.
- Observations of staff practice are not always sharply focused on their teaching skills.

What the setting needs to do to improve further

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

- review access to the garden area for younger toddlers, so they have lots of opportunities to explore and investigate the outdoor environment
- develop further the systems for monitoring staff's practice by focusing specifically on evaluating their skills in teaching, to continually drive ongoing professional development, so that children's levels of achievement are raised to the highest level.

Inspection activities

- The inspector observed activities in all indoor areas used by children and the outdoor play areas.
- The inspector spoke to the manager, staff and children throughout the inspection. She took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at a sample of records and policies relating to children's learning, welfare, health and safety.
- The inspector and deputy manager carried out a joint observation in the downstairs toddler room.

Inspector

Julia Galloway

Inspection findings

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

Children's learning is promoted because staff get to know them well. They identify children's next steps for learning as part of a system of ongoing assessment. The planning ensures that a balanced educational programme is provided in all rooms. Staff reflect on children's interests and current targets. Children are making good progress, which is monitored by senior staff. This ensures that any children who are not making expected progress are identified and appropriate strategies put into place. Children are motivated to learn because they have opportunities to develop an understanding of the world around them. They show excitement when discussing the butterflies and frogs that they are caring for. Staff continually use their knowledge about what interests children to facilitate their learning. For example, a member of staff brings in a snail that she found on the way to nursery. The children then discuss where the snail should live and take it out into the garden. This shows that children are encouraged to be active in their learning.

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

Children are happy and settle quickly because the key-person system is effective. All children receive the individual care and attention that they need to feel secure. Pre-school children are confident to speak to adults and express their own opinions. This helps to prepare them in readiness for school. They are encouraged to be positive towards each other. During group times, they take turns to complement their peers. This helps to foster a positive learning environment. Children play well together because they have opportunities to explore and be independent. Children's physical development is supported because they have many opportunities to be active. The outdoor environment is stimulating and children access activities across all areas of learning and development. All children have daily opportunities to play in the outdoor environment. However, staff do not always provide younger toddlers with as many opportunities as their older peers. This means that they are sometimes restricted to when they can explore this area.

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

The provider demonstrates a secure knowledge and understanding of the requirements of the Early Years Foundation Stage. A monitoring system means staff now continually reflect on the quality of the experiences that children receive. All staff hold appropriate qualifications. They use their knowledge of the different ways that children learn, to successfully engage them in learning experiences. The quality of teaching is good because staff encourage children to investigate activities. Staff receive supervision meetings with managers who have begun to monitor all aspects of their work. Managers provide helpful feedback after carrying out observations of staff. However, this sometimes concentrates too much on the resources used rather than focusing precisely on their teaching skills. Staff understand the need to develop partnerships with local schools. Detailed information is collated, so that information about children is shared. The nursery works closely with outside professionals to help them to evaluate the provision.

Setting details

Unique reference number	EY471197
Local authority	Dudley
Inspection number	1001707
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	43
Name of provider	Donna Louise Hoult
Date of previous inspection	11 December 2014
Telephone number	01384484252

Bumble Beezzz Day Nursery was re-registered in 2013. The nursery employs 10 members of childcare staff. Of these, one holds Qualified Teacher Status, two hold appropriate early years qualifications at level 5 and seven at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

