

Bumbles Nursery Aintree Village

St Giles Hall, Aintree Lane, Aintree Village, L10 8LE



Inspection date

31 July 2015

Previous inspection date

22 February 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
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 owner and manager are highly qualified and have an excellent knowledge of the requirements of the Early Years Foundation Stage. As a result, children's safety, care, learning and developmental needs are significantly enhanced and extremely well met.
- Comprehensive information about the children's unique needs is sought before children start. An unhurried approach to settling children into the nursery results in extremely strong relationships between the children, parents and staff being built. Consequently, children settle quickly and with confidence, allowing them to swiftly gain maximum benefit from this stimulating environment.
- The professional development of staff is seen as an utmost priority by the owner. She and the manager astutely facilitate well-chosen training, which is tailored to the staff's individual roles and responsibilities. This significantly enhances their knowledge base and is reflected in the superb way they care for children and motivate them to learn.
- Assessment for children's current progress and future learning is rigorous and undertaken frequently. All children are making at least good and many are making rapid progress, based on their individual starting points, needs and interests.
- Arrangements for safeguarding are superb. Comprehensive policies and procedures are reviewed regularly and revisited with staff frequently. As a result, staff have an excellent understanding of their individual and collective responsibilities to protect children fully. The premises are safely managed and children effectively supervised so they are kept very safe during their time in the nursery.
- The quality of teaching is consistently high across the team. Children's communication and language skills are skilfully supported by all staff.

What the setting needs to do to improve further

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

- refine the children's use of the good selection of technological toys and equipment available, so as to enhance children's critical thinking and problem solving skills even more effectively.

Inspection activities

- Prior to the inspection, the inspector viewed the nursery's self-evaluation document, the last inspection report and information held at Ofsted.
- The inspector observed activities in the three playrooms inside, as well as the two areas of outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the owner and the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector looked at children's records, planning documentation, and evidence of the qualifications and suitability of staff working in the setting.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

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

Staff have very high but realistic expectations of what children can achieve. For example, babies are fascinated as they pour water down guttering. Staff understand that this effectively promotes children's emerging exploratory nature, introduces new language and develops physical coordination. Children have a wide range of choices and staff are skilled at recognising children's emerging ideas and interests to create 'moments of magic'. For instance, children in pre-school make a comment about bubbles in the paint which results in children gleefully using straws to create bubbles. Few pictures are created but staff recognise the true value and learning lies in letting children explore their ideas. Similarly, toddlers relish the chance to mix water and flour. Staff are adept at recognising each child's learning potential. For example, some children concentrate on fetching, filling and carrying jugs of water from the sink. Others are fascinated by the texture of the mixture and how it pours into and trickles through funnels. Subtle adult interactions support children to achieve their aims and help them sustain prolonged involvement. These rich and varied experiences mean children are developing rapidly, and gaining skills which significantly prepare them for school or their next stages of learning.

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

Excellent arrangements for supporting children into the next group in nursery or when they prepare to start school keep children feeling safe. The owner uses her nursing background to expertly organise any care and health needs that may be required. Equipment is organised well, for instance, a small ramp placed by the wall allows early walkers to steady themselves while they master their balancing skills. Pre-school children support toddlers to clamber up the slope. This helps children build their resilience and understanding of keeping themselves safe. Children behave exceptionally well. Their early citizenship is reinforced by the staff's exemplary polite and courteous manner. Children show an interest in the good range of technological toys available, for example, they sort groups of shapes on a light box. However, staff have not fully considered the ways they could expand further the use of the wider range of equipment available, into their already innovative activities.

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

The leadership and management use their first-class knowledge to successfully ensure they recruit and vet suitable and motivated adults. Detailed induction and individualised programmes to develop staff's existing skills results in high-quality teaching and learning for all children. Robust performance management includes the monthly monitoring of progress the children are making. Managers regularly analyse the information and provide staff with support to keep the assessment and planning for each child sharply focused. The views of children, parents and staff contribute to plans for improvement. Highly effective partnerships with parents, other services and professionals ensure children's unique needs are identified and effectively met.

Setting details

Unique reference number	EY358544
Local authority	Sefton
Inspection number	873567
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	90
Name of provider	Angela Mary Makinson
Date of previous inspection	22 February 2011
Telephone number	0151 526 9100

Bumbles Nursery Aintree Village was registered in 2007. The nursery employs 17 members of childcare staff. Of these, one has Early Years Teacher status and 12 hold appropriate early years qualifications at level 2, 3 or 6. The nursery opens from Monday to Friday, 51 weeks of the year except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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