

# Bonny Bundles

The Old Mill Barn, Mill Street, Bridgnorth, Shropshire, WV15 5AG



<b>Inspection date</b>	23 August 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children who speak English as an additional language consistently receive good quality support. Staff work closely with parents to ensure all children's individual needs are met effectively. Staff also use dual language books and picture cards to support all children in making choices.
- Staff promote children's personal, social and emotional skills well. All children, particularly younger children show high levels of confidence and self-esteem in social situations.
- Systems are in place to monitor the progress children make. The manager uses this information to look at ways staff can improve their practice and provide better support for children's learning.
- Staff are positive role models. They encourage children to behave well. Children use good manners and are polite, saying please and thank you at appropriate times throughout the day. They learn to share, take turns and respect each other.

### It is not yet outstanding because:

- Staff are not as successful in sharing information with each other when children move rooms or with other settings that children also attend. This means they cannot be sure that they have a full understanding of children's abilities to provide consistency in their care and learning.
- Children are not fully challenged during planned activities because staff do not always make sure that resources to support their learning during this time are readily available.

## What the setting needs to do to improve further

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

- strengthen information sharing when children move rooms and with other settings that children also attend, so that expectations about what children can achieve are pitched at the highest level and based on a full understanding of their abilities
- ensure that all resources are available to fully support children's learning during planned activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider, and looked at relevant documentation. This included the setting's self-evaluation documents and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lesley Bott

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers are proactive in reviewing and updating their safeguarding arrangements in order to ensure that children's safety is of paramount importance at all times. Staff have a good knowledge and understanding of the signs and symptoms of abuse. Robust procedures are in place about what action to take should staff have a concern about a child. Staff have a thorough knowledge and understanding of children's learning and development. They are well qualified and have good opportunities to attend training courses and further their professional development. This has a positive impact on the care and teaching children receive. Partnerships with parents are good. Parents are very positive about the nursery and the staff. They state that their children have made good progress and they particularly welcome the opportunities their children receive to spend time outdoors.

### Quality of teaching, learning and assessment is good

Staff effectively support children to use their senses as they explore and discover with a variety of different equipment and paint. Children use their hands and different sized brushes to make marks on themselves and on paper. This helps to develop their physical and creative skills. Staff use observations of children to skilfully organise meaningful experiences to help children progress to the next steps in their learning. Staff are imaginative in their approach to promoting children's language and communication development. Children are encouraged to talk about the texture of the ice cubes and the impact of using magnifying glasses to investigate objects. Staff plan stimulating activities that help children to understand how people in the community help us to keep safe. For example, children meet and talk with a road safety officer who visits the nursery. Staff provide children with experiences to help prepare them for school, such as carrying a tray to collect their food at lunchtime.

### Personal development, behaviour and welfare are good

Strong bonds and attachments exist between children and their key person. Staff use information gathered from parents to ensure that children experience a smooth initial move into nursery when they first start. Children develop good physical skills as they negotiate different sized hoops and enjoy bubble play. Staff encourage children to stretch and move their bodies in different ways. Healthy eating and lifestyles are firmly established with the children from an early age. Older children have extended opportunities to attend Forest School activities on a regular basis. This builds on their safety awareness and provides experiences for them to learn about the natural world.

### Outcomes for children are good

All children make good progress in relation to their starting points. Children are well prepared for their next stage in learning, including starting school. Children become very independent in their self-care, for example, they cut their own fruit at snack time and pour their own drinks. Pre-school children recognise familiar written words and know how they are used for a purpose, such as self-registration.

## Setting details

<b>Unique reference number</b>	EY482710
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	997717
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Jennifer Lace Childcare (Shropshire) Limited
<b>Registered person unique reference number</b>	RP901390
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01746765766

Bonny Bundles was registered in 2014. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above, including two with level 5, one with level 6 and two with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery offers funded early education places for two-, three- and four-year-old children.

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