

# Bumble Bees Nursery

177 Station Road, Stechford, BIRMINGHAM, B33 8BA



## Inspection date

1 November 2016

Previous inspection date

30 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders and managers do not monitor staff's practice and children's achievements well enough. They have not ensured the quality of teaching and learning is consistently good across the nursery.
- Staff do not always make accurate assessments of children's development so that the next steps in their learning are planned correctly. Therefore, children do not always receive support that is fitting to their needs.
- The progress check for children aged between two and three years is not completed consistently.
- The quality of teaching is variable and does not always include stimulating learning experiences. Staff do not provide sufficient challenges for older children, to help them make good progress in their learning.

### It has the following strengths

- Children develop a clear understanding of healthy lifestyles. They enjoy balanced meals and healthy snacks daily. The improved outside space is used well for physical play and activities.
- The partnerships with parents are well established and they receive daily feedback about children's learning. Parents comment favourably on the friendly approach of the staff and the range of activities provided.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ provide stimulating, challenging activities to promote children's learning effectively in all areas</li> </ul>	12/12/2016
<ul style="list-style-type: none"> <li>■ use information from observations and assessments to plan more effectively for the next steps in children's learning</li> </ul>	12/12/2016
<ul style="list-style-type: none"> <li>■ carry out the required progress check for children aged between two and three years to ensure any gaps in learning are identified and narrowed successfully.</li> </ul>	15/11/2016

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

- strengthen the focus on monitoring children's progress to raise the quality of teaching to a good level and to review children's achievement more rigorously.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery manager.
- The inspector held meetings with the nursery manager and the provider.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector read written feedback from parents and spoke with staff during the inspection and took account of their views.

### Inspector

Adelaide Griffith

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Leaders and managers have a sound understanding of safeguarding requirements and they keep up to date with changes in safeguarding procedures. The arrangements for safeguarding are effective. All staff understand their responsibility to protect children. Staff contribute to the review of matters relating to the running of the nursery. However, some key issues have not been identified for improvement. Regular performance management ensures staff's practice is observed and evaluated. At this time, teaching is not good enough to support children's learning effectively at all times. The monitoring of children's development is not yet established to a level that includes all groups of children. As a result, children are not always supported successfully to make the best possible progress in their learning. Staff generally work well with other professionals to ensure children receive relevant support.

### **Quality of teaching, learning and assessment requires improvement**

Although all staff are experienced, the quality of teaching varies across the nursery. Staff in the baby room deliver good quality teaching and engage children well. They use action songs to promote children's language skills and encourage babies to stack bricks. Staff in other rooms do not provide stimulating activities and good levels of challenge for the most able children. Staff do not make good use of information from assessments to plan the next steps in learning so that children make good progress. The progress check for children aged between two and three years is not always completed to provide timely support to narrow or close gaps in learning. However, staff do encourage children to name shapes and the colour of templates. They allow sufficient time for children to practise skills, such as spreading glue onto cards. Staff encourage parents to share what they know about their child when they first start in the nursery. Staff interact positively with all children throughout activities.

### **Personal development, behaviour and welfare require improvement**

The quality of teaching does not always promote children's personal development sufficiently to ensure they acquire the skills of active learners. In spite of this, pre-school children develop some independence skills. They collect their coats and put these on with minimal support before they go outside for play. Children form strong bonds with key persons. Babies look to staff for comfort and support, which helps them to feel at ease. Older children are confident. They talk freely with staff and follow their good example to treat others with respect, which demonstrates their good behaviour. Children's awareness of differences is growing due to planned activities, including opportunities to learn sign language.

### **Outcomes for children require improvement**

Children, including those in receipt of additional funding, do not make good progress in their learning. However, they do develop some skills for their future learning. The language skills of all children are promoted well and older children learn to attend to their personal needs.

## Setting details

<b>Unique reference number</b>	EY406022
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1065487
<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 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Stuart James Burns
<b>Registered person unique reference number</b>	RP907995
<b>Date of previous inspection</b>	30 January 2013
<b>Telephone number</b>	01217899966

Bumble Bees Nursery was registered in 2010. The nursery employs nine members of childcare staff. All hold appropriate early years qualifications at level 3. The nursery is open each weekday from 7.30am to 6pm all year round, except for bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children. The nursery offers care for children who speak English as an additional language.

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](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

