

Bumble Beezzz Day Nursery

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



Inspection date	14 July 2017
Previous inspection date	11 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Overall, staff know their children well and provide a good range of experiences to help children learn and make good progress from their starting points. Outdoors is particularly popular with children and provides a broad range of experiences for children to explore and discover.
- Staff are attentive to the care needs of children and meet their needs well. Staff in the baby room adopt a very nurturing approach and babies have close attachments with the staff.
- Staff warmly welcome all parents and encourage them to share information about their children's needs and achievements. This helps staff quickly identify any gaps in children's learning with parents and identify any additional support they may need.
- Staff in the pre-school room place a strong focus on preparing children for their move on to school. They provide an interesting and enjoyable range of activities that promotes children's literacy skills well.

It is not yet outstanding because:

- Staff in the toddler room do not always make the very best use of activities or provide highly challenging experiences to help children make the very best possible progress.
- Staff do not always provide a rich range of activities to enthuse the boys' interest in some aspects of numbers and measures.
- Staff development opportunities are not used highly effectively to help coach staff and raise the quality of care and teaching to an exceptional level.

What the setting needs to do to improve further

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

- make the very best use of the toddler room to provide highly challenging activities and help children make the best possible progress
- provide a richer range of activities to enthuse the boys' interest in all aspects of mathematics
- use highly effective coaching and staff development opportunities to help raise the quality of care and teaching to an exceptional level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the owner/manager.
- The inspector held a meeting with the owner/manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

The manager and deputy work well together and self-evaluation is used effectively to identify any areas for development. For example, a well-focused action plan and identified training help maintain the good practice already achieved. Arrangements for safeguarding are effective. There are robust recruitment and induction procedures in place to ensure staff are suitable to work with children. The nursery is kept clean and hygienic and there are robust systems in place to manage the security of the building. All staff have a good knowledge of child protection issues and the procedure to follow if they are concerned about a child.

Quality of teaching, learning and assessment is good

Staff plan a broad range of experiences and activities. They place a strong emphasis on using the seasons, festivals and children's interests as their focus. Staff also incorporate some of the children's favourite books to help extend their learning. Children are encouraged to re-create the stories, using a rich range of meaningful and fun props, making learning fun. Staff in the pre-school room create a mock classroom in the role-play area, helping to prepare children for the transition to school. They encourage children to closely consider their new school uniform and the logo on it and to recreate it on paper. Staff in the baby room carefully plan activities and skilfully encourage children to try new experiences. For example, babies are encouraged to fill a bowl with water and add bubble bath and various colours. Children delight in this experience and staff place a very strong focus on increasing their language skills.

Personal development, behaviour and welfare are good

Staff place a good focus on teaching children about diversity. For example, children get to know about the local community through outings to the local shops and places of worship. Staff promote healthy eating. For example, children know which foods are good and how too much salt and sugar is bad for their bodies. Staff use many strategies to teach children about keeping safe. For instance, during the winter months, children learn about firework safety, 'stranger danger' and how to keep safe when crossing the road in the dark. Children use the pretend road and pedestrian crossing in the outdoor area to consider safety issues. Children are well behaved. Staff caring for babies hold them close, giving good eye contact and babies show a real sense of belonging.

Outcomes for children are good

All children, including those receiving additional funding and those who speak English as an additional language, make good progress from their starting points. Older children thoroughly enjoy writing their names and recognisable letters in the salt and on paper. The most able children show a fondness for counting and consider concepts, such as addition. Children show a genuine interest in the weather and the natural world and why things happen and change. For example, children follow the life cycle of the frog and butterfly through meaningful first-hand experiences.

Setting details

Unique reference number	EY471197
Local authority	Dudley
Inspection number	1095501
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	31
Number of children on roll	52
Name of registered person	Donna Louise Hoult
Registered person unique reference number	RP511451
Date of previous inspection	11 May 2015
Telephone number	01384484252

Bumble Beezzz Day Nursery registered in 2013 and is located in Dudley, in the West Midlands. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 10 members of childcare staff. Of these, one holds an early years qualification at level 5, seven hold a qualification at level 3 and one holds a qualification at level 2.

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