

Bumble Bees Day Nursery

Sir Mark Collet Pavilion, Heaverham Road, Sevenoaks, Kent, TN15 6NE



Inspection date

2 August 2017

Previous inspection date

31 July 2014

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is an enthusiastic and committed leader. She leads by example and is passionate about ensuring children are listened to and are at the heart of all nursery practices. The manager works hard to share her ambitions with the staff team, who work well to maintain the good levels of practice.
- Children develop exceptionally strong bonds with the staff from the start. Staff are nurturing and extremely sensitive to children's individual needs. Parents comment on the 'family feel' of the nursery and the excellent care given to their children.
- Staff regularly observe children in their play and recognise their achievements well. They effectively link observations of children's learning at home to the children's development in the nursery. This helps staff to plan purposeful and challenging experiences which enable children to develop skills to support their future learning.
- Children enthusiastically arrive at the nursery, ready to play and learn. The inspiring environment is well planned and children benefit from accessing a rich array of resources and experiences.

It is not yet outstanding because:

- At times, some staff do not use their good knowledge of how children learn to fully extend children's experiences. For example, on occasions staff miss opportunities to encourage children to think about and reflect on what they are doing.
- Staff have not organised all aspects of the newly introduced snack time well. This means that, on occasions, the routine becomes slightly chaotic and some children are unsure of the process to follow.

What the setting needs to do to improve further

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

- build on staff confidence to fully enable them to consistently use their skills and knowledge to further enhance their interactions with children
- review and improve snack time routines to ensure that staff effectively support all children's care and learning needs.

Inspection activities

- The inspector observed interactions between staff and children in the inside area and outside environment.
- The inspector spoke to children's key persons and viewed developmental records for individual children.
- The inspector talked to parents and children about the nursery and considered their views.
- The inspector viewed a range of documentation, including staff records, nursery policies and records of self-evaluation.
- The inspector completed a joint observation with the manager to focus on staff and child interactions.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager works with and supports families to ensure children's welfare is protected. Staff are knowledgeable of their role in recognising and reporting any concerns. The manager supports staff well and regularly sources training opportunities to enable staff to develop their practice. For example, staff use knowledge gained from specific training to introduce simple techniques into practice. These have helped less-able children to develop their language skills and become more confident communicators. The manager works effectively with staff, other professionals and parents to consider how aspects of the nursery could be enhanced. She monitors children's progress and implements changes aimed at supporting individual children and the nursery as a whole. For example, a suggestion about extending feedback at the end of the day has led to staff using photographs to share children's daily achievements to families.

Quality of teaching, learning and assessment is good

Staff are skilled at providing experiences which enable children to express their ideas and practise new skills. For example, during story time children link animal sounds to animal models and pictures in a book. They use simple mathematical skills to compare the animal's features, looking at their stripes and height. Older children confidently complete the rhyming story and staff use well-considered questions to support the children to recognise the animals' emotions. Babies benefit from tailored support from staff which enables them to explore new things. For example, staff observe as babies use their senses to explore a shape sorter. They show by demonstration how to use the toy and as the babies happily babble they enthusiastically respond, repeating the babies' sounds.

Personal development, behaviour and welfare are outstanding

Children are supported exceptionally well to be emotionally prepared for the move to school. For example, children independently try on school uniforms and show pride and enthusiasm as they talk to their peers and staff about their teachers. Children develop an excellent understanding of self-care and ways to keep themselves safe and healthy. For example, they discuss the need for sun cream when the weather is hot and boots and coats when it was raining. Later in the day it started to rain and a child confidently relayed this information to his friend. Children behave exceptionally well and show great empathy for others. They recognise how simple actions can impact on their friends' feelings. For example, when babies become upset, older children ask if they want to wear a precious school tie to 'make him happy'.

Outcomes for children are good

Children make good progress from their starting points. They learn skills which they use and practise throughout the day. For example, while making cakes with play dough, they use their mathematical skills to count the different coloured cups and add the amounts together to give a total amount. Other children use simple tools, such as knives and peelers, to help prepare fruit to share with their friends. Babies show developing skills as they copy staff actions and start to use spoons to feed themselves.

Setting details

Unique reference number	127061
Local authority	Kent
Inspection number	1070213
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	14
Number of children on roll	22
Name of registered person	Jennefer Dicker
Registered person unique reference number	RP513762
Date of previous inspection	31 July 2014
Telephone number	07963870599

Bumble Bees Day Nursery registered in 2001. The nursery is based in the village of Kemsing, near Sevenoaks, in Kent. The nursery operates for 47 weeks of the year. It is open Monday to Friday from 9am to 5pm. The nursery employs six staff, including the manager who holds a relevant level 4 early years qualification and four staff who hold appropriate qualifications at level 3. The provider receives funding to provide free early education to children aged two, three and four years.

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