

# Bumble Bees Nursery

177 Station Road, Stechford, BIRMINGHAM, B33 8BA



<b>Inspection date</b>	24 October 2017
Previous inspection date	1 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Staff are good role models and use effective strategies to manage children's good behaviour. They provide lots of praise and encouragement and children behave well, take turns, share and play cooperatively together. This helps to create a positive environment for children to play and learn in.
- Staff support children's development successfully. They play alongside children and enhance their learning skilfully. Children make good progress and develop a secure foundation for their future learning.
- Children's artwork is prominently displayed, which they eagerly share with others. This helps to develop children's sense of belonging and boosts their emotional well-being.
- All external doors are locked to avoid unauthorised access to the nursery. Staff check the environment and minimise any hazards to children. Children play and learn in a safe and secure environment.

### It is not yet outstanding because:

- Staff have not found highly successful ways to encourage parents to share detailed information about what their child can do at home, to help support their learning even further.
- Staff have not considered the organisation of mealtimes highly enough. As a result, children do not always have enough opportunities to build on their understanding of good practices with regard to managing their personal needs.

## What the setting needs to do to improve further

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

- strengthen partnerships with parents further and develop more ways that encourage them to share detailed information about what their child can do at home
- help children to gain an even better understanding of the importance of good practice with regard to managing their personal needs.

### Inspection activities

- The inspector had a tour of the premises with the manager. She observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including evidence of the suitability of staff, and discussed the nursery's self-evaluation.
- The inspector took account of written feedback provided during the inspection.

### Inspector

Rupinder Phullar

## Inspection findings

### Effectiveness of the leadership and management is good

Since the last inspection, managers and staff have worked closely with the local authority to address previous actions and have made sufficient progress to raise the quality of their provision. Self-evaluation is now accurate and the managers have clear plans for the ongoing development of the nursery. They have implemented new systems for observation and assessment to help staff plan for children's learning effectively. Staff have received training to build on their knowledge and skills. As a result, assessments are more accurate and lead to high-quality teaching. Managers monitor children's progress to identify and address any gaps in their development quickly. Arrangements for safeguarding are effective. Staff have a good understanding of their responsibility to protect children from harm. They have clear procedures in the nursery to report any concerns staff may have about a child in their care. Robust recruitment and supervision processes help to ensure suitability of those working with children.

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

Staff gain information from parents and use their own observations to plan activities that are stimulating, match children's needs and effectively challenge them. Children's engagement and motivation for learning are encouraged by the involvement of staff who follow their lead, ask questions and encourage problem solving. For example, as children play with flour, older children decide to add water and salt to make play dough. Children explore and describe the changes in the textures throughout the process and build snowmen. Staff use these kinds of opportunities to help children to develop their emerging mathematical skills. Younger children use mathematical language, such as big and small, and compare shapes and sizes. Older children attempt simple problems and count to high numbers. Staff frequently praise children for their efforts and achievements. Children develop confidence and a can-do attitude to learning.

### Personal development, behaviour and welfare are good

Staff are familiar with the children's daily routines, which helps to support their emotional well-being. They share information with parents about their child's day at the nursery. All children make strong attachments with staff and other children. Children effectively develop their own play ideas from the range of activities on offer. They have regular opportunities to use the nursery's well-resourced outdoor play area. This helps to develop children's physical skills and supports their well-being.

### Outcomes for children are good

All children make good progress and develop the skills they need for future learning and their eventual move to school. Children's communication and language are developing well. Older children articulate their needs and wants effectively. Younger children imitate sentences that they hear and develop their concentration as they learn to listen and respond to instructions. Children listen to stories attentively and predict what will happen next, and use letters and sounds. They effectively develop early literacy skills.

## Setting details

<b>Unique reference number</b>	EY406022
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1077644
<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>	1 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Stuart James Burns
<b>Registered person unique reference number</b>	RP907995
<b>Date of previous inspection</b>	1 November 2016
<b>Telephone number</b>	01217899966

Bumble Bees Nursery registered in 2010. The nursery employs nine members of childcare staff, all of whom 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. It provides funded early education for two-, three- and four-year-old children.

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