

<b>Inspection date</b>	25 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of 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 is a provision that requires improvement

- Some activities and play areas are poorly resourced and presented. Staff do not make enough use of observation and assessment to inform and guide their planning. Children are not always inspired or challenged. Children are not consistently engaged in enjoyable and challenging play and learning.
- Some children's individual learning, particularly that of the eldest and most-able, is not being informed by regular and accurate assessment of their individual needs. Not all current staff have sufficient skills to complete assessments of children and to plan precisely for their next steps in learning.
- Parents are not all provided with sufficient information about children's individual learning needs to support and extend their progress at home.
- The manager is not consistently monitoring the quality of teaching practice and the nursery's overall effectiveness. She is not currently available enough to provide staff with the necessary professional development support.
- Staff miss opportunities to encourage children to develop practical independence in readiness for school.

### It has the following strengths

- Staff are kind to children. Babies form particularly strong emotional attachments to their designated member of staff. Children behave very well.
- Significant gaps in children's achievement, such as with speech and language, are identified. These children are promptly referred to external specialists for necessary early help.

## What the setting needs to do to improve further

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

	Due date
ensure children are provided with challenging and enjoyable play experiences that are informed by accurate assessment of their individual needs and include all areas of development every day	08/02/2019
develop a more rigorous and effective system of assessments to track children's progress precisely and to identify clear next steps to support further progress.	08/02/2019

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

- ensure that all parents are provided with up-to-date information about children's individual progress and learning needs so that they are able to provide consistent support at home
- monitor the effectiveness of staff teaching practice more regularly and robustly to ensure that weaknesses are promptly identified and targeted to improve the quality of teaching to a consistently good level
- encourage children's independence consistently, especially with regards to dressing themselves and during mealtimes.

### Inspection activities

- The inspector observed activities and their impact on children's learning and development indoors and outdoors.
- The inspector spoke to staff, parents and children at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and sampled children's records and key documentation.

### Inspector

Amanda Tyson

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager is currently working directly with the children due to staff shortages. Although she has established processes for monitoring the nursery's effectiveness, these are not being well implemented currently. Staff are not currently receiving the level of mentoring and coaching they need. There are not enough experienced staff to ensure that all children's progress is accurately assessed, tracked and planned for. Safeguarding is effective. Staff complete training covering child protection, the 'Prevent' duty and extreme practices. Staff and the manager are all very clear about the procedures to follow if they are concerned about any aspect of a child's welfare. Robust staff recruitment and vetting procedures are followed. Effective risk assessments are implemented. Parents are informed about the group activities children engage in, but most do not know if staff have planned any next steps for supporting their progress further. Good partnerships with external agencies involved with children are maintained.

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

There has been a decline in the quality of teaching in recent weeks. For example, children have previously enjoyed visiting museums where they learned what trains looked like and how people dressed many years ago. They have watched rockets and spaceships launch on the internet and then created their own using creative media. They have been shown how to make bird feeders and explored ice and sea-life toys. However, currently, children are not being well stimulated or challenged, particularly older children. There are insufficient members of staff with the skills to complete accurate assessments of children and to assess and plan for their progress. Not all staff are successful in engaging children in activities, such as story time and music sessions. Role play and water play, for instance, are not being consistently well resourced. On the day of inspection, a minute amount of water was provided in a trough with toy ducks and a water wheel. Older children had no interest in the ducks and were unable to activate the wheel as no resources were provided to enable them to collect water.

### Personal development, behaviour and welfare require improvement

Staff form good relationships with the children. Babies are reassured and comforted by staff when separated from parents. Sleep and nappy changing routines are well organised to meet babies' individual needs. Older children have a shared interest in imaginative play and, at times, staff encourage them to develop this well. For example, children had enormous fun as they dressed up as police officers and pretended to arrest a member of staff and place them in jail. Children learn about different traditions, such as Diwali. They engage in good physical exercise, for instance when they use the on-site football pitch. However, staff miss opportunities to encourage children to develop practical independence.

### Outcomes for children require improvement

Not all children are best prepared for moving on to school. Not all of them make good progress based on their starting points due to weaknesses in teaching. For example, staff serve children all their snacks, meals and drinks, and put on their coats and shoes for them. Staff miss opportunities to teach children to do this for themselves.

## Setting details

<b>Unique reference number</b>	EY556757
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10092524
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Jupp, Maria Lillian
<b>Registered person unique reference number</b>	RP556756
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07478719160

Bluebell Nursery registered in 2018. The provider-manager is qualified to degree level in early years, and two members of staff hold childcare qualifications at level 3. Two staff are unqualified, but are working towards achieving qualifications at level 2 and level 3. The nursery operates all year round, Monday to Friday between 8am and 6pm, except for two weeks at Christmas.

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Piccadilly Gate  
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