

Bell Day Nursery Community Interest Company

Bell Day Nursery, Peaslands Road, SAFFRON WALDEN, Essex CB11 3ED



Inspection date	31 January 2019
Previous inspection date	21 April 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Outstanding	4 1
Effectiveness of leadership and management		Inadequate	4
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 inadequate

- The directors of the company have been operating another setting that has not been approved by Ofsted, which is an offence.
- At times, staff do not adapt group activities to fully consider the varying abilities of children taking part. In some instances, younger children lose motivation to listen and become restless, which affects the quality of their learning.
- Staff miss opportunities to enable children to extend their independence. At times, there is a tendency for staff to do things for the children that they can capably do for themselves.

It has the following strengths

- Managers have a positive approach to ongoing professional development for staff. Staff have good opportunities to improve their qualifications and raise their teaching skills.
- Children develop warm friendships with each other. They learn to behave well and have a good understanding of kind and sharing behaviour. Children have confident, trusting relationships with staff.
- Children benefit from many visits into their local community. For example, they visit a local care home to learn about and interact with older people.
- Parents show strong support for the nursery. They praise staff for their attentive care and say the range of activities is 'fantastic'. Staff provide parents with good information about their children's learning experiences.

What the setting needs to do to improve further

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

- strengthen the planning of group activities for younger children to take into account their ability to sit, listen and concentrate
- enhance opportunities for children to do things for themselves, to further extend their independence.

Inspection activities

- The inspector observed children and their interactions with staff. She evaluated the quality of teaching and the impact this has on children's learning. She spoke with children and staff during the inspection.
- The inspector carried out a joint observation with one of the managers.
- The inspector sampled documentation, including evidence of the suitability of staff, training information and children's records.
- The inspector discussed with managers and staff how they plan for children's learning and how they evaluate the quality of the provision.
- The views of parents were taken account of through written feedback provided during and after the inspection.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of leadership and management is inadequate

The directors of the company demonstrate an inadequate understanding of their legal responsibilities. During the inspection, it became apparent that the directors have also been providing childcare at other premises. It is an offence to provide childcare on unapproved premises. However, safeguarding arrangements at this nursery are secure. Staff have a good understanding of their safeguarding responsibilities. They attend regular training and review their knowledge of child protection procedures at team meetings. Managers implement robust suitability checks when recruiting staff to make sure they are safe to work with children. Safeguarding is effective. Visitors to the nursery are all personally admitted by managers and have their identity checked. Managers reflect on the nursery's strengths and areas for development. They gather the views of parents, children and external agencies to help them to implement positive changes. For example, rooms have been reorganised to provide children with better creative opportunities.

Quality of teaching, learning and assessment is good

The nursery has largely qualified and experienced staff who deploy themselves effectively to ensure children have the support they need to learn and develop safely. Staff are enthusiastic. They play with the children and motivate them to participate in activities. Older children confidently discuss differences in the weather with staff and take turns to help the nursery teddy get his wellington boots on ready for outdoor play. Staff encourage children to share their home experiences and develop their understanding of each other's differences and similarities. The nursery has ample resources which are organised well so children can make choices and follow their own interests. Staff make regular observations of children's experiences to help them to plan for the next steps in learning. Managers carefully monitor and track children's progress so any gaps in learning can be swiftly addressed.

Personal development, behaviour and welfare are good

Staff get to know children well. They plan settling-in visits with parents and offer flexible opportunities for children to visit and become familiar with the nursery environment. Staff make home visits and gather detailed information from parents about children's individual needs. Younger children have naps according to their home routines. Babies have their own cots and are appropriately supervised as they sleep. Recent changes to the younger children's rooms means they are cared for in smaller groups, which helps to create a warm, family environment. Attentive staff provide comfortable laps for young children to sit on and are warm and kind. Staff follow strict guidance where children have allergies or special dietary needs. For example, they supervise children closely at mealtimes and ensure food is not shared. Staff provide positive role models for good behaviour. They encourage children to share resources, such as playing together in the sand tray, and provide praise for kind and helpful behaviour.

Outcomes for children are good

Children make good progress in their learning. They develop the key skills they will need for the next stage of their learning. Older children learn to count out loud and identify

shapes and patterns. Younger children make papier-mache shapes and enthusiastically tear up paper to mix with messy glue. Children have good access to books and choose them eagerly. Older children have good recall of stories they have heard, while some can confidently pick out familiar letters and words. Children spend time at the local primary school, which helps to prepare them for their eventual move into Reception classes.

Setting details

Unique reference number	EY430811
Local authority	Essex
Inspection number	10093333
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	98
Number of children on roll	148
Name of registered person	Bell Day Nursery Community Interest Company
Registered person unique reference number	RP909292
Date of previous inspection	21 April 2015
Telephone number	01799 528051

Bell Day Nursery Community Interest Company registered in 2011. The nursery employs 46 members of childcare staff, inclusive of directors and managers. Of these, 34 hold relevant childcare qualifications, including two members of staff who have qualifications at level 6 and one who has qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

