

Bell Day Nursery

Lord Butler Leisure Centre, Peaslands Road, Saffron Walden, Essex CB11 3EG



Inspection date	16 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Experienced and well-qualified staff offer excellent opportunities that support children's learning. Furthermore, they provide new and less experienced staff with an excellent model on which to build their teaching skills.
- Children thrive in the nursery. They continually explore new ideas, ask questions and lead their learning. Children ask staff and other children about the meaning of any new words that they hear. This helps them to develop and extend their vocabulary.
- There is a wealth of interesting and stimulating resources that staff and children use exceptionally well to support learning.
- Staff plan frequent trips in the local area. Children enthusiastically prepare for a long walk to purchase fruit at the market to make into ice lollies for their leavers' party.
- Staff use their training superbly. They implement what they learn extremely effectively to support children.
- Staff promote children's communication, listening and concentration skills with excellent effect. The story they make up together is interesting, imaginative and funny. Children show that they are highly imaginative and easily able to recall useful information to add to the story.
- Parents have nothing but praise for the staff and the huge variety of what they describe as 'enriching experiences'.
- Senior staff use reflection to help them identify aspects of practice that can be enhanced. They successfully involve staff, parents and children, so that everyone has a voice in how the nursery develops and improves.

What the setting needs to do to improve further

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

- become more tenacious in connecting with other settings that are not local, and where there is not an established partnership, in order to ensure every child benefits from a smooth transition.

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 observed adult-led activities and evaluated these with the manager.
- The inspector held a number of discussions with the provider, manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Alison Reeves

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff are very well trained and know the procedures they must follow in the event they have concerns about a child. Staff have highly effective partnerships with other local settings that children move on to. However, they sometimes experience challenges in making contact with settings that are not in the local area. Staff prioritise children's safety and well-being. They listen to parental concerns and quickly take steps to address any issues, providing reassurance that children are safe, and demonstrating that staff listen and act. Staff track children's progress very precisely. They make excellent use of screening programmes to identify specific gaps in children's learning and to decide how to help them catch up.

Quality of teaching, learning and assessment is outstanding

Qualified and highly skilled staff use extremely effective teaching to help children build their skills and make rapid progress. Staff teach children what they need to know to help them achieve their goals. Staff understand each child's level on entry, their interests and how to use these to extend learning. For example, when a child plays with the buttons, staff immediately recognise their interest in mathematical ideas. Staff use effective questioning as a way of finding out what the child knows. Together, with other children, they compare the buttons and find the similarities and differences. Children make patterns and with encouragement estimate and measure the lengths of their lines. They talk about quantities, adding more and sharing between them. Children delight in making models from recyclable materials. They explain why they want to make an aeroplane and exactly how it will look. Children make gifts for the elderly residents of the home they visit. Children benefit from the exceptional learning experiences. Parents are very well informed about children's progress and learning.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. Relationships throughout the nursery are warm and nurturing. Staff provide a high level of support for children who find some situations difficult. For example, staff help one child share the space in the mud kitchen with another child that desperately wants to join their game. Staff use extremely effective strategies to help children to regulate their behaviour, such as taking a break between courses at mealtimes and supporting staff to lead group activities. Daily outdoor experiences support children who enjoy learning outside. Staff make extensive use of the local community spaces and the nursery allotment to further children's understanding of the world. Children know about preparing the ground, planting, growing and harvesting their crops. Children use technology that is challenging, safe and does not put them at risk online.

Outcomes for children are outstanding

Children make excellent progress and are thoroughly prepared for school. They invest totally in the experiences on offer. Children eagerly share their thoughts and ideas. They love stories and are enthusiastic about exploring writing and mathematics. Children demonstrate excellent concentration, independence and determination to succeed.

Setting details

Unique reference number	2524094
Local authority	Essex
Inspection number	10112295
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	3 - 4
Total number of places	24
Number of children on roll	39
Name of registered person	Bell Day Nursery Community Interest Company
Registered person unique reference number	RP909292
Date of previous inspection	Not applicable
Telephone number	01799 524228

Bell Day Nursery registered in 2019. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. They are supported by directors and managers from the sister setting, who hold qualifications at level 6 and have early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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