

# Bluebell Nursery

Chertsey Town Football Club, Alwyncs Lane, CHERTSEY, Surrey KT16 9DW



<b>Inspection date</b>	12 August 2019
Previous inspection date	25 January 2019

<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 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

- The manager has addressed the weaknesses identified at the last inspection. She has worked closely with her local authority to develop effective systems for observing and assessing children's development to ensure that staff plan precise next steps for children's learning.
- Children have access to a well-resourced environment. Staff know the children well and use their good knowledge of children's interests to plan a wide range of interesting activities. There is a good balance of adult-led activities and child-initiated play.
- Children are supported to develop their independence and self-care skills well. For instance, they help to lay out the cutlery for mealtimes and scrape their plates after meals. Older children are good role models. Young children are eager to sit at the dinner table with them to share mealtimes.
- The manager monitors the progress that children makes effectively. She uses information gained from monitoring to support staff to focus on the areas that children need help with. Children make good progress from their starting points, including those who speak English as an additional language.
- Parent partnerships are good. Parents speak highly of the nursery and the good progress their children make in their learning. They praise the staff for being attentive to their children's individual needs. Parents comment on the strong social skills and high levels of confidence their children develop.
- Staff support children to develop a good understanding of one another's similarities and differences and to respect diversity. For instance, staff plan regular opportunities for children to learn about and celebrate one another's cultures and festivals. This helps children learn about themselves and the wider world.
- Although staff ask children thoughtful questions, they do not consistently give children enough time to think about their answers.
- Sometimes, staff miss opportunities to stretch and challenge older children to develop their problem-solving skills further.

## 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's questioning skills to encourage children to reflect and answer in full
- strengthen staff's teaching skills to stretch and challenge children to develop their thinking and problem-solving skills to a higher level.

### Inspection activities

- The inspector observed teaching practices and the impact on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the managers to look at a range of documentation, including policies; staff's records; self-evaluation records; and recruitment, training and safeguarding procedures.

#### Inspector

Nicola Edwards

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know the signs that indicate a child may be at risk of abuse, neglect or being drawn into extreme behaviours or ideas. They talk confidently about the child protection procedures and know the steps that they must take if they have a concern about a child's safety or well-being. The manager has developed effective systems for recruitment, induction and ensuring the ongoing suitability of her staff team. She regularly meets with staff for supervision sessions and team meetings to offer support and further training to develop their knowledge and practice. The manager is committed to the ongoing development of the nursery. She reflects on the provision and sets clear actions for future development. The manager values developing strong partnerships with parents. Staff keep parents up to date with their children's learning and development and share information about their achievements and next steps.

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

Staff work well as a team and are positive role models. Staff support children to develop a keen interest in music and songs. For instance, children of all ages delight in joining together at music time. They eagerly clap, dance and sing to their favourite songs. Older children confidently demonstrate the actions to the youngest children. Children's early literacy skills are well supported. For instance, as babies point at images in picture books, staff model the correct pronunciation of words to develop their knowledge and understanding. Older children eagerly sit with staff to listen to favourite books. They delight as staff tell stories in different voices and tones. Staff encourage children to consider the thoughts and feelings of the characters.

### Personal development, behaviour and welfare are good

Secure settling-in arrangements contribute to children developing strong bonds with their key person. Children are excited to arrive at nursery and to greet their friends. They demonstrate that they feel safe and secure. Staff deploy themselves effectively and supervise children well. Children's behaviour is good. They listen well to instructions and respond positively to staff and one another. Children confidently recall the nursery rules, such as using 'kind hands' and 'listening ears', and are encouraged to share, take turns and be kind to one another. Older children develop strong social skills and invite one another into their play. Children have good opportunities to be active and enjoy the fresh air. For instance, young children have good control and coordination as they roll and throw balls to staff, and older children are excited to explore the outdoor areas.

### Outcomes for children are good

Children develop strong imaginations. For instance, some children carefully care for dolls in their role-play area and discuss which clothes and blankets they should dress them in. Others capture mermaids in nets or pretend to be pirates. Children begin to recognise familiar letters and can identify words that begin with the same sounds. For example, they are eager to tell staff that 'b is for bicycle' and talk about their own bicycles at home. Children are well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY556757
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10094846
<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>	25 January 2019
<b>Telephone number</b>	07908611718

Bluebell Nursery registered in 2018 and operates in Chertsey, Surrey. The nursery employs six staff. Of these, four hold appropriate childcare qualifications between level 3 and level 6. The nursery operates all year round, on Monday to Friday between 8am and 6pm, except for two weeks at Christmas. It receives funding to provide free early education for children aged two, three and four years.

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