

# Inspection of Bluebell Lodge Nursery

361 St Anne's Road, Blackpool, Lancashire FY4 2QR

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Inspection date: 5 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The senior leadership team has a clear vision for the nursery and they share their passion with the committed staff. Great focus is placed on building strong bonds with children and their families from the outset. Children, including those who are very new to the nursery, arrive in high spirits and warmly greet the staff and their friends. Children behave well because they know what is expected of them.

Staff implement a well-rounded curriculum that covers all areas of learning. Focused activities are planned to build on and extend children's current skills. Staff know their key children well. For example, they know some children learn best outdoors. Therefore, they plan lots of exciting and challenging activities in the well-resourced outdoor area. Children relish challenges, such as jumping with two feet together and pedalling a bicycle for the first time.

Close monitoring of the educational programmes ensures that all children, including those who are funded, those with special educational needs and/or disabilities and those who speak English as an additional language, maintain good levels of development and are well prepared for future learning. Children benefit greatly from the vast array of extra-curricular activities on offer. These include walks in the local community, gardening at the local allotment and visiting the library. There is scope to further embed staff supervision and coaching. Additionally, more can be done when reviewing the indoor learning environments to ensure all areas provide highly stimulating opportunities for play across all areas of learning.

## What does the early years setting do well and what does it need to do better?

- Partnerships with parents are excellent. Parents say that staff are 'fantastic' and that they 'don't know what they would do without the nursery supporting them'. Staff highly value the importance of involving parents in their child's learning. Parents' evenings, daily chats and the use of an online application help parents keep abreast of their child's progress. Additionally, staff share ideas on how parents can extend children's learning at home. For example, they provide story bags and have a 'surprise book' that children borrow. Staff share helpful tips on the benefits of reading at home. Children develop a love of books and reading. For example, while playing with dinosaurs, children use factual books to find their favourite type of dinosaur. Consequently, the progress children make in this area of learning is rising.
- Children display a positive attitude to learning. Overall, the learning environment is well planned and children enjoy what is on offer. However, more can be done in the baby room to provide children with greater challenge in their physical development. Additionally, in the pre-school and lower pre-school rooms, opportunities for writing are not fully explored to challenge and extend children

even further.

- Partnerships with other professionals are extremely well embedded. Staff's consistent assessment of individual children means that they are quickly alerted to any emerging gaps in their learning. Staff seek swift support from those best qualified to help, such as health visitors and speech and language therapists. They implement targeted learning plans that help children quickly catch up and achieve good levels of development from their starting points. Transitions within the nursery and on to school are highly successful due to staff's commitment and dedication to their key children.
- A strong focus is placed on helping older children be physically active and ensuring all children are supported to lead a healthy lifestyle. Older children demonstrate their developing skills as they carefully manoeuvre around obstacles, jump over low bars and throw beanbags to hit a numbered target. These activities also support children's growing self-confidence and self-esteem.
- Staff model language well and encourage children to join in meaningful conversations. Children delight as they recall their favourite story, 'We're Going on a Bear Hunt'. They predict what might happen next and staff support them to re-enact the story by going 'under', 'over' and 'through' different obstacles outdoors. Babies love to sing songs with staff and gleefully babble as they play.
- Staff weave mathematical concepts through daily play, activities and routines. Children are challenged to make 'long' and 'short' worms with dough, count out objects and predict if objects are 'heavy' or 'light'.
- Staff feel valued and supported and attend some useful training. However, more incisive and individualised coaching is needed to help all staff raise the quality of their teaching to the highest levels.

## Safeguarding

The arrangements for safeguarding are effective.

All staff attend safeguarding training. As a result, they all have a firm understanding of what to do should they have concerns about a child or the conduct of a colleague. The nursery is safe and secure. Robust policies, procedures and risk assessments are in place. These are consistently implemented by all staff. Outings are well planned, and children's individual needs are considered to ensure they have the best experiences possible while away from the nursery.

## What does the setting need to do to improve?

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

- strengthen staff teaching practice by giving staff more incisive feedback on how they can develop the quality of their teaching to an even higher level
- enhance the indoor learning environment to better support younger children's physical development and older children's literacy development even further.

## Setting details

<b>Unique reference number</b>	EY360784
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10122863
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	53
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Learning Curve (Lancashire) Limited
<b>Registered person unique reference number</b>	RP534316
<b>Telephone number</b>	01253 407 172
<b>Date of previous inspection</b>	14 August 2015

## Information about this early years setting

Bluebell Lodge Nursery was registered in 2007. The nursery employs 21 members of childcare staff. Of these, 13 staff hold appropriate early years qualifications at level 3, and one at level 2. Five staff hold early years professional status, three staff have early years teacher status and three staff have a relevant early years degree. 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.

## Information about this inspection

### Inspector

Donna Birch

## Inspection activities

- A learning walk was conducted with the curriculum leader. The inspector observed activities indoors and outside, and assessed the impact these have on children's learning.
- Two management meetings were held with the senior leadership team and the provider. The inspector looked at relevant documentation and checked evidence of the suitability of staff.
- A joint observation was carried out with the curriculum leader.
- The inspector spoke to staff, the children and parents during the inspection and took account of their views.

We carried out this inspection 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.

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