

# Inspection of Bluebell Nursery & Preschool

39a Swiss Road, Weston-Super-Mare, Somerset BS23 3AY

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Inspection date: 2 June 2021

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children arrive at the setting happy to see the staff and their friends. They quickly settle and engage in the activities available. However, some staff do not adapt their planning according to what children can already do or are interested in. They do not provide all the opportunities they could for older children in order to extend their knowledge and skills. This limits children's learning experiences, so they do not make as much progress as they could.

Children clearly enjoy being at the nursery. Babies smile and show excitement as they engage with staff in playing hide and seek with toy bugs. Staff are kind and gentle with the children, providing caring role models. Children work together well and staff help them to take turns, for example, to complete a floor puzzle. However, staff do not always ensure that children have good opportunities to learn to resolve problems independently.

Parents cannot currently enter the premises, due to the COVID-19 (coronavirus) pandemic. Staff who answer the door tell parents how their children have been. Parents of children under two years of age receive written feedback on their child's care needs. Leaders now use social media to show parents some pictures of children engaging in activities. However, the sharing of information on children's individual learning and development is no longer effective.

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

- Leaders want staff to use their observations to plan according to children's next stages of development. They expect staff to challenge children's learning in order to prepare them well for school. However, the quality of education is not yet consistent. Some staff focus on the finished product, rather than children's learning needs. For example, staff draw and cut out creative materials. They provide limited craft resources and tell children what to use and how to use them. Therefore, there is insufficient challenge for older children to make good progress.
- Leaders provide supervision and support for staff. However, not all staff are secure in their understanding of how to use children's interests to engage them in extending their learning. For example, older children complete a shape sorter and proudly show staff. They praise the children but do not encourage any mathematical language. Young children want to use cones for stacking but staff are intent on them sorting colours, so children lose interest.
- Staff provide effective support for children's language and communication skills, especially for those learning English as an additional language. For example, staff narrate babies' play and talk to them during routines, such as nappy changing. All children enjoy books, singing and rhymes. Children have regular

opportunities to use their first language and learn about each other's differences.

- Children have daily opportunities to be outdoors and engage in physical activities, such as music and dancing. They enjoy the healthy snacks and meals. Babies sleep, eat and have their nappy changed according to their individual needs, meaning they feel emotionally safe and secure. For example, they cuddle into their key person and gently drift off to sleep, even though it is lunchtime. Later, they wake up happy and enjoy their lunch, while watching the other children play.
- Partnerships with parents are not as good as they used to be. Before the COVID-19 pandemic, parents were invited in to meet with their child's key person and discuss their child's development. However, at present, leaders and staff have not considered alternative ways of sharing information with parents about children's development. Parents comment that they do not receive enough information about their children's learning to know how they can support them at home.
- Children behave well and are confident to take responsibility for and help with daily routines. For example, older children eagerly want to clean the tables and put out the placemats and drinking beakers ready for snack. However, on occasions, staff are too quick to resolve problems for them, instead of helping children to manage things for themselves. For example, they tell older children to tip a pot over and hit it to get the sand out, thus not encouraging them to consider different ways of managing this for themselves using trial and error to find out what works.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities and carry out risk assessments to keep children safe. They keep the premises secure and provide effective supervision. All staff attend training to help them recognise if a child may be at risk of harm. They know what to do if they have concerns. Children learn to keep themselves safe through their daily routines and activities. For example, they climb carefully up and down steps to reach the sink and learn to balance and use climbing equipment safely. Babies who are learning to walk, cruise around furniture under the close supervision of their key person.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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improve the support given to staff in order to ensure that they offer quality learning and development experiences that challenge older children and keep children engaged	03/12/2021
share information with parents about children's learning and development and how to support children at home in order to help them progress further.	03/12/2021

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

- help children to think of solutions to problems for themselves and use trial and error to find out what works best.

## Setting details

<b>Unique reference number</b>	2497009
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10194347
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Moryn, Aneta Barbara
<b>Registered person unique reference number</b>	RP907181
<b>Telephone number</b>	07773046993
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bluebell Nursery & Preschool registered in 2018. It is located in Weston-Super-Mare, Somerset. The setting opens Monday to Friday from 8am to 5pm for 51 weeks per year. The setting receives funding to provide free early education for children aged two, three and four years. There are seven members of staff, including the owner/manager. Of these, two hold qualified teacher status, two hold a qualification at level 6 and three hold an early years qualification at level 3.

## Information about this inspection

### Inspector

Elaine Douglas

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed activities and the quality of teaching and spoke with staff. The deputy and inspector carried out a learning walk to discuss the curriculum and the organisation of the setting.
- The views of parents were taken into account and the inspector spoke with children.
- The deputy and inspector carried out a joint observation and held a leadership and management meeting.
- The inspector checked safeguarding information and staff's knowledge of procedures.

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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