

Inspection of Bluebells Day Nursery

Jolesfild C Of E Primary School, Littleworth Lane, Partridge Green, Horsham, Sussex
RH13 8JJ

Inspection date: 9 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children love spending time in the highly nurturing pre-school. They arrive excited to play and full of enthusiasm for their day. Children feel completely confident, safe, and secure. They develop high levels of self-esteem and know that they are cherished by staff, who celebrate each child's uniqueness. Children demonstrate these loving bonds throughout the day, such as when joyfully giving staff the pictures they have carefully drawn for them.

Children thoroughly enjoy taking part in the wide range of activities planned around their interests. For example, they make 'pancakes' out of play dough, learning how to roll the dough and pat it flat. Children respond very well to the good expectations staff have for their learning. For example, they recognise shapes confidently in their play, count the blocks used in their towers and discuss which tower is the highest.

Children are extremely willing to try new things and staff warmly teach them not to be afraid of failure. For instance, if a child says that they 'can't', staff remind them of a familiar story where the giraffe learns to dance. Children then repeat, 'I can't yet' and are determined to have a go. Children are highly motivated learners, who quickly gain the skills and confidence needed for the next stage in their learning.

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

- The ambitious, passionate, and dedicated leaders have a strong and clear vision for the pre-school. They provide a broad curriculum designed to prepare children for school. Staff use their precise assessments of children's development and understanding of their interests, to encourage good progress.
- There is a strong curriculum focus on children's behaviour, attitudes, and personal development and staff support this exceptionally well. Children have extensive opportunities to discuss their feelings and learn to regulate their emotions. For example, they use a reflection area, when needed, to calm themselves down using sensory lights, toys, and books. Children confidently discuss emotions, such as worry and fear and how they can help themselves and others to find their inner happiness.
- Staff are extremely positive role models and provide consistent and highly effective support to guide children's behaviour. For example, children learn what makes them a good citizen and eagerly find out who achieves the 'citizenship award' throughout each day. Children love this so much, they often act it out in their imaginary play, writing pretend awards for each other and praising behaviour, such as 'being kind and helpful'.
- Although the room leader is highly qualified and experienced, some staff are newer to working in the pre-school. They support children's learning well,

overall, and are extremely attentive to children's emotional needs. However, staff do not always have the highest expectations for what children can learn. For example, they sometimes miss opportunities to extend children's knowledge and encourage their thinking further.

- Leaders support their staff team very well and build a highly positive atmosphere for staff well-being. They have strong new systems in place to monitor, supervise and train staff to support their ongoing professional development. However, this is not fully embedded and there is further support needed to help staff raise their good level of teaching higher.
- Books and stories are a big part of children's experience. Staff read stories throughout the day and children delight in joining in with repeated rhymes and familiar tales. Staff use books to support children's language development and regularly introduce new words, themes, and ideas for children to discuss further. For example, children talk about different skin colour and positive people in the community.
- Children are extremely confident and independent. They take complete ownership during mealtimes, which helps them to manage their own self-care. For example, children prepare the table, serve their lunch, and clear their plates away when finished. Staff warmly encourage children to persevere and children do not give up easily, such as when putting on their coats, jumpers and shoes.
- Leaders and staff build strong links with parents and the local school, where the pre-school is located. They have recently introduced a buddy system, where children join up with Year 5 pupils once a week to help prepare them for their eventual move to school. Parents are overwhelmingly appreciative of the support their children receive and are kept up to date with children's achievements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff update their safeguarding knowledge continually through training, discussion and staff meetings. They regularly discuss wider safeguarding issues and discuss potential safeguarding scenarios to strengthen their knowledge further. Staff confidently know the signs that indicate a child may be at risk of abuse or neglect and the procedures to follow if they have a concern about a child's well-being. They have a strong understanding of wider safeguarding issues, such as protecting children from extreme views. Staff vigilantly provide a safe and secure environment for all children.

What does the setting need to do to improve?

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

- strengthen and embed support for newer and less-experienced staff to help raise their good level of teaching higher

- make even better use of interactions with children to build further on what they already know and extend their thinking skills.

Setting details

Unique reference number	2519742
Local authority	West Sussex
Inspection number	10208007
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	24
Number of children on roll	31
Name of registered person	Bluebells Day Nursery Ltd
Registered person unique reference number	RP523170
Telephone number	01403711084
Date of previous inspection	Not applicable

Information about this early years setting

Bluebells Day Nursery registered in 2019. It operates within the grounds of Jolesfield C Of E Primary School, West Sussex. The setting is open each weekday from 8am to 6pm, all year. There are three members of childcare staff, all of whom hold appropriate early years qualifications between level 3 and qualified teacher status. The setting receives funding for the provision of early education for children aged two, three and four.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager to discuss the pre-school's curriculum intent.
- The views and opinions of the children, staff and parents were taken into account during the inspection.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the manager.
- The inspector looked at a sample of documentation, including staff suitability records.

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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