

Inspection of Bumbles Aintree

St Giles Hall, Aintree Lane, Aintree Village L10 8LE

Inspection date: 17 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are safe and happy at this nursery. They are friendly towards each other and follow instructions well. Throughout their day, children receive lots of hugs from their key person, which helps them to feel settled and secure. When children need extra comfort, staff suggest looking at a book together. Babies snuggle into staff, pointing to pictures and babbling. Toddlers repeat familiar phrases, that they remember from their favourite stories. Regular opportunities to enjoy books together promote children's interest in stories and a love of reading.

Babies dressed in all-weather suits crawl around the garden, confidently exploring their surroundings. They repeat the word 'pop' as they watch with fascination as bubbles float up into the sky. Toddlers delight in using paint dabbers to carefully paint their hands and animal figures. This helps to develop the small muscles in their hands in preparation for writing. Staff introduce new language and learning during painting activities to increase children's knowledge and vocabulary. For instance, when a child paints an octopus figure, the staff member shows them a picture of the ocean. They explain to children where it lives and that it has eight legs. Each day, all children experience learning through play that is fun and prepares them for their next stage in learning.

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

- Children's health and well-being is promoted very well. From a young age, children learn how to brush their teeth and practise every day. They eat healthy and appetising meals, such as 'sleeping beauty casserole'. Children learn about the importance of handwashing. They join in singing as they practise washing their hands. Children laugh together as they pretend that glitter on their hands are germs that they need to wash away. Pre-school children take part in daily yoga sessions to help develop balance, coordination and promote calmness. Staff skilfully include new vocabulary as they guide children through the yoga moves. For instance, children move their arms and bodies like a 'butterfly antenna'.
- Staff know the children well and use their interests to motivate them as they play. Staff plan targeted next steps in learning to support children to build upon what they know and can do. The curriculum places focus on promoting positive behaviour and teaching children about their feelings. Children are introduced to feelings such as tired, angry, sad and happy, to help them to develop an understanding of their own and the emotions of others.
- On occasions, the daily routine unnecessarily interrupts children's play and learning. For example, during mealtimes, some children sit waiting for prolonged periods of time while staff and other children are serving up food. Staff are not always confident to adapt routines to ensure that they fully maximise the time

children have for learning and developing new skills.

- From a young age, children learn positive ways to behave, using picture prompt cards. Each day, older children further develop their understanding of how to behave as they choose a 'Promise'. For instance, they agree to try their best and promise to use their 'kind hands'. Children help each other to put on dressing-up outfits and help to pick up resources dropped on the floor. Children develop an understanding of kindness and respect for others.
- The support in place for children with special educational needs and/or disabilities is excellent. The knowledgeable special educational needs coordinator (SENCo) provides children with targeted support. She plans and reviews children's personal goals to ensure that they are receiving the right help. The SENCo provides staff with the necessary support to help children make good progress. The nursery works very well with other professionals, sharing information on children's needs.
- In a short time, the new manager has made considerable progress in raising the quality of education. She provides incisive feedback to staff on their teaching. She observes practice and sets training goals to help to develop staff knowledge. The manager accurately identifies the focus on staff training as a priority, to continue to maintain the quality of education.
- Parents happily recommend the nursery. They feel welcomed and appreciate the support and guidance provided. In particular, parents appreciate weekly updates on what their children are learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff are deployed well. They maintain effective supervision of children. Staff have received appropriate training to support children's unique personal health needs. Most staff have up to date paediatric first-aid training. The designated safeguarding lead makes sure that staff keep their knowledge of how to keep children safe up to date. Through regular discussions, staff refresh their knowledge of wider safeguarding issues, these include radicalisation, mental health issues and domestic violence. Each staff member has a keyring prompt card with instructions on what to do if they have concerns about a child or the misconduct of a colleague. All staff are registered with the Disclosure and Barring Service and their ongoing suitability to work with children is checked.

What does the setting need to do to improve?

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

- review the organisation of daily routines to maximise learning opportunities, for example, at meal times.

Setting details

Unique reference number	EY358544
Local authority	Sefton
Inspection number	10129185
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	49
Number of children on roll	87
Name of registered person	Kid – Zone Nursery Limited
Registered person unique reference number	RP902040
Telephone number	0151 526 9100
Date of previous inspection	31 July 2015

Information about this early years setting

Bumbles Aintree was registered in 2007. The nursery employs 17 members of childcare staff. Of these, one has qualified teacher status and nine hold appropriate early years qualifications at level 2 and 3. The nursery opens from Monday to Friday, 51 weeks of the year except for bank holidays. 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

Dee White

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in the evaluation of the nursery.
- The manager and area manager led the inspector on a learning walk and explained how the curriculum is planned and implemented.
- Discussions were held with staff, parents and children at appropriate times during the inspection.
- The inspector observed practice in all rooms and evaluated the quality of activities in the pre-school room, together with the manager.
- The inspector looked at documents, including staff qualifications and evidence to demonstrate the suitability of staff.
- Meetings were held with the manager and area manager to discuss their evaluation of the provision and the impact on children's progress.

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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