

Inspection of Bluebells Day Nursery

25 Bleakhouse Road, Oldbury, West Midlands B68 9DR

Inspection date: 12 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children demonstrate that they are happy in this warm and welcoming nursery. They confidently leave their parents at the door and quickly settle into the nursery routine. Children show a positive attitude to their learning as they move around the playroom choosing what to play with. They demonstrate that they feel safe and secure. For instance, they interact positively with visitors. Children under two years old hand visitors toy dolls and clothes to dress them and a bottle to feed them.

Staff regularly praise children for their achievements, which helps to create a positive learning environment where children are keen to have a go at a variety of activities. Young children join in with tidy-up time, so that the areas remain safe to play in. They use a small brush to sweep sand into a dustpan held by staff. Children benefit from a good range of experiences that prepare them well for their future success. Pre-school children develop good communication skills and confidently articulate what they know and can do. They talk about making an animal hospital and airport and about going on holiday to the beach. Children's behaviour is good. They learn about rules and boundaries and what is expected of them. Children are kind and friendly towards each other as staff remind them to share and take turns.

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

- Staff know the children well and confidently talk about the children in their care. They know what they want children to learn next and understand how to build on what children already know and can do. Overall, the quality of the curriculum is good. Staff ask questions and generally engage children in conversations to help them gain further knowledge. However, occasionally, when some staff ask questions, they do not give children enough time to think and put their thoughts into words or extend children's language through further discussions.
- Children develop a love of books, stories and songs. Opportunities for these are plentiful. Staff read and sing to children in an expressive way, which keeps them interested. For example, in the toddler room, staff encourage children to join in with the story about finding a bear. They use this to teach children positional language, such as 'under', 'over' and 'around'. Older children learn letters and the sounds they make, and children write their names with confidence.
- Staff provide good support for children who need extra help. They recognise when children may have special educational needs and/or disabilities and seek timely advice from outside professionals to implement targeted plans. In addition, children who speak English as an additional language are supported well. For example, staff ask parents for words in children's home languages to ensure that they are able to communicate with children.
- Staff support children to develop good health and well-being. They provide

healthy food for them to eat, such as vegetable hotpot and fruit. Staff plan opportunities for regular exercise outdoors in the well-resourced garden. Children have fun climbing on the large caterpillar and riding wheeled toys around to develop their physical skills and strength.

- Staff regularly praise children for their achievements, and they act as excellent role models. This results in children having high levels of self-esteem and being keen to learn. Staff use picture cards of the routines to show children what is happening next. However, there are occasions during children's sleep times when some children who do not sleep are in the same room. At these times, the opportunities to engage in play for children who stay awake are not as enriching as other times in the day.
- Parents have access to information online about what their children are learning and how they can support their children's learning at home. Staff upload activity ideas that parents can do with children, such as supporting children to write their names and exploring objects that sink or float. Parents comment that the nursery is very good and they credit staff for potty training their children.
- Staff report that they feel well supported by the leaders. They have regular meetings, where they talk about their key children, safeguarding, training and workload. Staff engage in relevant development opportunities, which contributes to the quality of education that children receive.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs that might indicate that a child is at risk of harm. They know who to report concerns to and what the designated person for safeguarding should do about the concerns. Staff know what signs might suggest that a child is being exposed to extreme views or behaviour. Leaders ensure that staff know the correct procedure to follow should there be concerns about the behaviour of a member of staff. Children's safety is given high priority. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. Staff use risk assessments to help minimise potential hazards and maintain a safe environment. They are vigilant about safety. They ensure that gates are closed around the building and check the safety of the outdoor area before children go out. Staff ensure that adults collecting children are known to them and a password is used.

What does the setting need to do to improve?

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

- give children more time to think, answer and respond to questions to develop their language and conversation skills even further
- review the organisation of some daily routines to provide consistent opportunities to fully engage children in play and learning.

Setting details

Unique reference number	403707
Local authority	Sandwell
Inspection number	10236934
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	1 to 4
Total number of places	46
Number of children on roll	30
Name of registered person	Nurseries UK Limited
Registered person unique reference number	RP522842
Telephone number	0121 421 6497
Date of previous inspection	14 June 2017

Information about this early years setting

Bluebells Day Nursery registered in 2001. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Turner

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 the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk together of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector talked to staff at appropriate times during the inspection to find out how they plan for children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.
- The inspector spoke to parents to obtain their views about the nursery.

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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