

Inspection of Bluebells Early Years Pre-School

SHIELD ROAD PRIMARY SCHOOL, Shields Avenue, Bristol BS7 0RR

Inspection date: 30 June 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

The well-designed curriculum respects children's ideas and they are keenly involved in their learning. Children happily make decisions about their play and confidently explore the well-organised environment. They show curiosity as they enthusiastically experiment with different ways to release the dinosaurs from the ice. Children confidently test their ideas, such as banging the ice or pouring water onto it when they decide the sun is not melting it quick enough. Children gain good independence, helping themselves to water from the water butt to continue their investigations. Staff question children well to extend their thinking. Children keenly ask adults who are visiting the setting to look at their discoveries and show great pride in their achievements.

Children have good opportunities to be outside and physically active. They build strong friendships and help each other, for example, by pushing them on their ride-on toys. When disputes arise, staff manage these quickly and calmly, helping children to understand behavioural expectations.

Children with special educational needs and/or disabilities are supported successfully. Staff interact well to encourage their learning. They model language and behavioural expectations well to provide support and encouragement. Staff show children different ways to play musical instruments to engage them in short, focused activities. Staff work closely with parents and other agencies to develop individual plans to help children make the best progress.

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

- Staff design a well-thought-out curriculum to ensure children benefit from a broad range of experiences. These focus on children's interests and what they need to learn next. Staff consider what children know and can do and sequence the learning to help children learn new skills. For example, younger children, who are confident to use their hands to explore paint, are offered a range of tools, such as sponges and paintbrushes, to help them develop their control and coordination even further.
- Children enjoy stories, rhymes and songs. They enjoy developing their own stories in their imaginative play. Most children participate enthusiastically in group song time. However, at times, staff do not consider the length of time young children are sat and the impact of long waiting times to wash hands, which detracts from their learning. Staff do not always encourage older children to participate in these activities to help focus their attention and concentration.
- Staff are not always consistent in the support they provide to children learning English as an additional language. For example, they do not use the resources available to them to promote children's language development and develop their

understanding of daily routines fully.

- There are effective care practices which help children feel safe and secure. Staff are welcoming and approachable, which encourages children to build strong relationships, especially with their key person who knows them well. Children gain good emotional security. Key people take time to get to know the children as they start. They provide effective support when less-confident children move into the pre-school room to ensure they feel happy and safe.
- Staff use appropriate strategies to manage behaviour and help most children understand behavioural expectations. Staff acknowledge how children are feeling and help them to resolve conflicts. Children are kind to each other and try to help their friends when they are upset. For example, when a child becomes upset after losing their stick, staff quickly engage children to help find their friend a stick. Children ask questions, such as how long is it? They quickly work together to find a suitable stick so they can all resume their play.
- Parents are complimentary of the staff team. They particularly praise the ongoing communication about their children's care and learning. Staff value parents' involvement. They frequently share a home learning sheet to gather information about their children to support how they plan the experiences on offer.
- Leaders and managers work closely with other professionals and the school to ensure children remain safe and their needs are met. Any additional funding is used well to provide an inclusive pre-school that meets children's individual needs, for example, to provide story sacks, additional hours and one-to-one support.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of the indicators that a child is at risk of harm. They follow robust procedures and work closely with outside agencies to ensure information is consistently shared to keep children safe. Staff supervise children well and ratios are maintained. Staff use their risk assessments successfully to provide safe and secure premises. They regularly review their risk assessments and adapt them to put appropriate measures in place to protect children. There are effective recruitment arrangements to ensure staff are suitable, and remain suitable, for their role. The provider has failed to inform Ofsted of a significant event but now understands their responsibility to do so.

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 whole group times and transition times to new activities to ensure that all children are actively engaged in their learning

- use the strategies and resources understood by the staff team more consistently to support those children learning English as an additional language, especially to help them understand daily routines and behavioural expectations.

Setting details

Unique reference number	EY466371
Local authority	South Gloucestershire
Inspection number	10245637
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	70
Number of children on roll	48
Name of registered person	Bluebells (S/D) Ltd
Registered person unique reference number	RP910189
Telephone number	01454867189
Date of previous inspection	11 January 2017

Information about this early years setting

Bluebells Early Years Pre-School re-registered as a limited company in 2013. It operates from a building on the Shield Road Primary School site in Filton, South Gloucestershire. It operates, from 9am to 3pm, each weekday during term time. There are nine members of staff working directly with the children. The owner holds early years professional status and five other members of staff hold early years qualifications at level 3. The pre-school is in receipt of funding for early education for children aged two, three and four years.

Information about this inspection

Inspector

Rachael Williams

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 provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The owner took the inspector on a learning walk where they discussed the curriculum intent.
- The owner and the inspector completed a joint observation of a group activity.
- The inspector held discussions with the leadership team, staff, parents and children at convenient times during the inspection.
- A sample of documentation was viewed.

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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