

Inspection of Bumble Bees Nursery (Blackburn) LTD

200 Old Bank Lane, Shadsworth, BLACKBURN BB1 2HU

Inspection date: 27 July 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

Leaders have created a calm and nurturing environment. Children are happy and eager to come to nursery and are welcomed by warm and friendly staff. Staff can recognise children's needs and provide them with cuddles, when they need to be comforted. Children show they feel safe and secure with how they explore the environment freely, engaging with staff when they need support. Staff have high expectations for children. Children are well mannered, understand boundaries and show care and concern for each other. For example, a child quickly helped another to find a seed to plant in the growing tray.

There is a strong focus on supporting children with special educational needs and/or disabilities (SEND). The special educational needs coordinator has vast experience and knowledge of supporting children with SEND. She is dedicated to ensuring children and parents have all the help they need. Parents talk highly about how their children are thriving. Children are given the opportunity to lead their own play and explore the environment, through real life resources and sensory experiences. This helps children to develop into inquisitive learners, who enjoy problem solving. Babies can be found developing independent feeding skills through their senses by exploring porridge oats with spoons. Older children eagerly share their recent learning about the life cycle of the caterpillar while using knives to cut fruit when revisiting a story about a hungry caterpillar.

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

- Leaders have a clear intent for what they want children to achieve. This is implemented well by staff. They have developed a well-thought-out learning environment inside and out. The curriculum is set out to support children to lead their own play. The sand room was introduced following the COVID-19 pandemic to help promote children's personal and physical development, and communication and language skills. This has had a positive impact as children are developing well and express their enjoyment of this sensory experience.
- Staff have a good understanding of how to support children's language development. Babies babble and giggle as they interact with staff. Older children engage in meaningful conversations, asking questions and showing intrigue and fascination. Books are available in all areas of the nursery. This helps broaden children's vocabulary and knowledge and understanding of the world.
- Staff are aware of how to develop children's knowledge by asking appropriate open-ended questions. However, on occasion they do not probe further into children's understanding to develop their thinking skills. This does not challenge children's learning to the highest level.
- Mealtimes are a social occasion for the children. Staff sit happily with the children, discussing what they are eating and important events in the children's

lives. Older children show independence by handing out plates, pouring their own drinks and serving their own food. For children who speak English as an additional language, children are encouraged to eat by staff communicating with them in their home language.

- Leaders and managers have created a reflective team, which helps secure continuous improvement. New staff are provided with an in-depth induction process and training. The managers carry out supervisions to focus on staff well-being and their professional development. However, some staff do not have an in-depth knowledge of the nursery's policies and procedures.
- Staff promote healthy lifestyles for children. Children openly ask to wash their hands and know how to effectively do so using soap. Dentists visit the nursery to talk with children and parents about oral hygiene, which promotes a local authority initiative. Following this experience, children are taken to the local shop to buy food to prepare their own healthy snacks.
- Partnership with parents and local schools are strong. Staff communicate well with parents about the children's development. Parents express how well staff know their children. Leaders have built strong connections with local schools to develop school readiness in children. For children who need extra support, the management team keep in contact with the schools for several weeks after the child has left to support a smooth transition period.
- Outdoor learning is well planned to help children develop through exploring the natural world. Children are calm and content as they relax in the cosy area to enjoy stories with staff. Other children engage in water play using ice, water, and lemons to make lemonade. They use their problem-solving skills to work out how to get frozen fruit out of a container.

Safeguarding

The arrangements for safeguarding are effective.

The setting is safe and secure. All staff are aware of who they need to report any concerns about a child or a member of staff. Managers have an effective recruitment procedure to make sure individuals are suitable to work with children. They are aware of signs to look out for if a child may be at risk of harm and understand about spotting patterns in behaviour and attendance. Risk assessments of the environment are carried out daily. Children are always supervised.

What does the setting need to do to improve?

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

- improve new employees' knowledge of nursery policies to ensure consistency in their understanding of the procedures they need to follow
- continue to support staff's interactions with children to consistently challenge higher levels of thinking in children.

Setting details

Unique reference number	EY488639
Local authority	Blackburn with Darwen
Inspection number	10236655
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	54
Number of children on roll	45
Name of registered person	Bumble Bees Nursery (Blackburn) LTD
Registered person unique reference number	RP534545
Telephone number	01254 589926
Date of previous inspection	5 August 2016

Information about this early years setting

Bumble Bees Nursery (Blackburn) LTD was registered in 2015. The nursery employs 13 members of childcare staff. Of these, 10 hold early years qualifications from level 6 to level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Joanne Valek

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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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