

# Inspection of Bobblewood Nursery

742 Uppingham Road, Thurnby, Leicester, Leicestershire LE7 9RN

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Inspection date: 3 August 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are highly engaged as they learn through play. They are engrossed as they make 'tea' in the garden 'tea shop' by adding flowers, herbs and fruit to water. They talk about what they can smell and feel with staff, who seamlessly extend understanding with appropriate questions. Staff explain that the area and activities are designed to inspire children to be imaginative, resourceful and resilient. Young children proudly show that they can 'snip the flower now' as they use scissors to cut petals. Staff praise them, adding that they have persevered and 'worked very hard' to master scissors.

Behaviour is exceptionally good across the nursery. When children feel angry or upset, staff sit with them and calmly acknowledge their feelings. Staff help children to understand and talk about how they feel with sensitive interactions. For example, staff say: 'You said you're ok, but your face tells me you are sad. Can I help?' This helps children identify and manage their emotions.

Babies develop very strong bonds with staff, seeking their key person out for comfort when upset. Babies beam happily at staff and cuddle up on their laps as they sing songs, laughing as they bounce to the music. This provides babies with emotional support and great enjoyment. Staff work hard to develop a family feel to the nursery. For example, babies giggle and laugh with delight as older children treat them with care and attention when they meet in the garden for meals.

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

- Leaders have a deep understanding of how children learn and constantly evaluate how to improve outcomes. The strong management team takes swift action to enable staff to implement the curriculum, for instance, it provided targeted training and mentoring to support the implementation of a new outdoor environment for babies. This means that all children are well supported as they investigate the garden area all year round.
- Children thrive on the activities provided in the inspiring garden, which is the heart of this nursery. The garden has been thoughtfully divided into separate areas, each designed to promote and extend learning across the curriculum. For example, children's awe and wonder are inspired as they investigate 'bubble bombs' in the 'apothecary area'. Children focus intently as they pour mixtures into different-sized beakers and laugh with delight as they overflow. Staff extend this learning seamlessly through discussion and questioning.
- Children's behaviour and relationships are particularly well supported. Staff get down to children's level, actively engaging in play with them. Their warm interactions help build children's confidence and self-esteem. Staff help children to learn about their feelings and those of others. They encourage quieter

children to stand up for themselves. For example, they remind children to 'hold a big strong hand up and say "stop please",' when they dislike being splashed.

- The key-person system is particularly strong. Staff get to know children well and plan well for their learning. As a result, children are fully engaged in their learning and make rapid progress from their starting points. Staff are particularly sensitive to events in children's lives and understand how they affect children, both at home and at nursery. Partnerships with parents are, in turn, very strong. Parents and grandparents praise the support they receive from staff and understand what their child is learning.
- The curriculum is well designed and sequenced to enable children to learn and be able to do more. It is highly ambitious, building cumulatively to prepare children for school. Children consolidate and deepen knowledge as they progress through the setting. For example, older children show their developing understanding of mathematical concepts as they weigh pulses on balance scales. They predict what will happen if they 'add' or 'take away' items, and they test their ideas. They talk through their plans and watch the results with fascination as they remove beans. Staff expertly ask questions to challenge children's thinking.
- Literature is central to the nursery curriculum. Managers discuss their ethos of story-based learning, using books to spark interest in a subject. Staff create bespoke learning opportunities based on books, drawing on children's next steps. For example, they teach young children to count through stories. Children laugh in delight as they sing out key phrases, predicting what will happen at the end of favourite books.
- Children with special educational needs and/or disabilities (SEND) are incredibly well supported. Children entering the nursery with complex needs thrive and their individual needs are met by staff who implement well-considered, high-quality intervention. As a result, children with SEND make the greatest progress they are capable of.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have very secure knowledge of the possible signs that a child may be at risk of harm and relate this well to the children in their care. Staff know the procedures to follow should they need to report a concern about a child and are confident in their knowledge of how to report concerns about another member of staff. Staff and managers act as advocates for the children in their care, using their voices to ensure children's safety. Managers and staff have a considered approach to helping children keep themselves safe. This means children have a good understanding of how to keep themselves and their friends safe.

## Setting details

<b>Unique reference number</b>	EY277434
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10138451
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Cowling, Susan Margot
<b>Registered person unique reference number</b>	RP902905
<b>Telephone number</b>	0116 2414686
<b>Date of previous inspection</b>	31 March 2015

## Information about this early years setting

Bobblewood Nursery registered in 2004. The nursery employs 14 members of childcare staff. All members of staff hold appropriate early years qualifications, including five with early years professional status or qualified teacher status. The nursery opens from Monday to Friday, all year round. 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

Lorraine Smitham

## 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 provider and has taken that into account in their evaluation of the nursery.
- The provider and the inspector completed a learning walk together of all areas of the nursery and discussed how the provider intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the nursery provider.
- The inspector held a meeting with the provider. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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