

Inspection of Bluebell Nursery School

Stoughton Village Hall, Gaulby Lane, Stoughton, Leicester LE2 2FL

Inspection date: 11 October 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 are happy and confident. They go into nursery, hang their belongings up independently and make their way to choose what to play with. Children show that they feel safe and secure. They have strong and positive relationships developed with staff. Children go up to staff and request a hug by putting their arms out. Staff are calm and nurturing. They give children a warm, welcoming smile and ask how children are. Children have positive attitudes to learning and seek out activities and resources alongside their friends and staff. Children are proud of what they achieve. They show visitors their pictures displayed on the window and say, 'I made that big hedgehog up there.'

Children behave well, and they understand what is expected of them. They are supported, when necessary, to resolve conflicts together. For example, as children played with a train track, passing each other the trains, a child tries to take a train, and they started to fall out. Children paused and looked for support from staff, who appropriately intervened. After this, children continued to resolve disagreements between themselves. Children respect one another and work together with their friends. They tip flour into bowls, use their hands to mix and talk to each other about needing more oil and water to make into dough.

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

- Staff understand and assess children's development. Staff use children's interests to support them to plan the range of resources and activities that meet children's next steps and individual needs, including for children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language. Parents comment on their children being ready for school due to support given by staff.
- Staff are skilful when working with children with sensory needs. For example, staff have identified the children who do not like to try a range of different foods. They add a variety of food items to the play kitchen for children to explore alongside staff, to understand what they are and to try them if they choose.
- Staff organise the indoor and outdoor environment to enhance children's physical development. Outside, children run and hide. They independently swing on swings, climb up onto a climbing frame and slide down slides. Children work together to climb up onto a spinning climbing frame. They wait for their friends, and then push themselves round. Inside, children manipulate different materials using their hands, building up their fine motor skills.
- Children are supported to develop a sense of self. Staff ask children frequently what they like and dislike. Staff discuss with children the different needs within the wider community. This helps children to understand their differences to

others. For example, they collect food and toiletry items for 'people who may not have as much' as they do.

- Parents say that they are extremely happy with the nursery. They receive regular updates about their children's day and learning. This helps them to support their children further at home. Parents speak highly of how well the staff team support their children's individual needs and how, without them, their children would not have progressed.
- Staff feel well supported by the manager. They say that they receive feedback and training plans from the manager. The manager evaluates practice through observation, to identify areas of strength and areas for improvement. The manager plans staff training based on these findings to support staff's continued professional development. For example, staff and the manager have identified a need for signs and symbols training, to support children who do not speak.
- Children are supported to keep themselves safe. Staff mostly model how to use tools correctly and safely. For example, children sit with staff, and they are shown how to use scissors. Children hold their own piece of paper and make small snips along the edge. However, at snack time, staff do not consistently model how to use knives to cut. Children lose interest and stop trying to cut their apple.
- Children understand the routine of the day and what they need to do. However, in parts of the routine, some staff are not aware of their role. For example, at group time, children share their home book with the group, but other children become distracted from being able to listen, as staff ask children to do other tasks, such as take their shoes off or go and find their coats.

Safeguarding

The arrangements for safeguarding are effective.

All staff and managers have a strong understanding of the signs and symptoms of abuse. They have attended training that supports their knowledge of wider issues within society, such as county lines and radicalisation. Staff and managers are confident to make referrals to appropriate agencies when required to support children and their families. Staff and managers ensure the environment is safe for children. They undertake regular risk assessments of their environment to ensure it remains safe for use. Managers have a rigorous recruitment process for new staff, ensuring they are suitable to work with children. Managers also ensure the ongoing suitability of current staff through checks and meetings.

What does the setting need to do to improve?

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

- consistently support all children to develop further understanding of how to use tools safely and correctly

- improve staff understanding of their role in the daily routine, to ensure that they do not distract children with other tasks.

Setting details

Unique reference number	EY448856
Local authority	Leicestershire
Inspection number	10235836
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	16
Number of children on roll	24
Name of registered person	Bluebell Nursery School Stoughton Limited
Registered person unique reference number	RP531714
Telephone number	07968034781
Date of previous inspection	1 December 2016

Information about this early years setting

Bluebell Nursery School registered in 2012. It is located in Stoughton, Leicester. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds a level 6 qualification. The nursery opens Monday, Tuesday, Thursday and Friday, term time only. Sessions are from 8.45am until 2.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alice Anders

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 manager and the inspector carried out a joint observation together.
- The inspector spoke to parents during the inspection and took account of their views.

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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