

# Inspection of Bluebell Barn Children's Nursery

Dittons Road, Stone Cross, PEVENSEY, East Sussex BN24 5ES

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Inspection date: 8 November 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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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 safe at the nursery. Babies are excited to explore sensory materials available to them, positioned at different levels. As a result, they begin to develop their small-muscle skills and independence. Toddlers learn to be independent by serving their own lunch and pouring their drinks. This allows them to learn specific physical skills needed to grasp utensils. In addition, this improves their hand-to-eye coordination skills.

Children have opportunities to develop their physical skills well. They join in and help each other to build an obstacle course in the garden. Children delight in talking about how they are balancing. Children show high levels of cooperation as they queue to take turns on the obstacle course.

Children show positive attitudes to learning and each other. Staff set high expectations for children's behaviour. They skilfully support children to resolve minor conflicts by teaching them simple strategies. This empowers children to handle these situations on their own. Children have opportunities to develop their imaginative skills. For example, a large building site next to the nursery has been replicated by staff in the children's outdoor play area. In addition, children learn about the construction industry and how houses are built. Staff encourage them to look at the building site as it changes over time.

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

- Managers and staff consistently reflect and evaluate the quality of the care and education at the nursery. Leaders have involved all staff in their planning of the curriculum. As a result, most staff know what skills and knowledge they want the children to learn in each age group. For example, babies are working on the physical skills necessary to pull themselves up and move around the room to prepare them for walking. Staff carefully plan and prepare activities and the environment to encourage these skills.
- The nursery manager and the special educational needs coordinator work with other professionals, family members and the nursery staff well. This ensures children with identified delays in their learning receive targeted support in a timely manner. In addition, key persons know their key children well and implement strategies that help them reach their full potential. This allows all children to thrive and make good progress.
- Staff support children to be respectful and to begin to care for themselves. Children are enthusiastic to demonstrate how they use the self-care stations set up by staff to teach them how to use tissues to blow their noses. Staff understand how to use all care routines as an opportunity for learning. For example, the toilets have been set up with disco lights and music to encourage

children to dance and move their bodies.

- Children from different cultural backgrounds are made to feel welcome. Staff work closely with parents to learn key phrases in their home language. This helps children to have a sense of familiarity and builds their confidence. Parents are invited in to share information about the festivals they celebrate. However, parents report that they would like more information about their child's progress and development. Leaders recognise this and have plans in place to improve links with parents.
- Managers and staff understand what skills they want children to learn before moving into their next stage of learning. Staff in each room understand what they want children to learn to develop their personal, social and physical skills. However, managers and staff are not as clear about what vocabulary and communication skills they want children to learn in each age group.
- Managers put a high priority on supporting the staff's professional development and well-being. They regularly train staff in how to safeguard children, curriculum priorities and how children develop. The manager ensures that staff have understood their training through regular meetings and daily checks.

## Safeguarding

The arrangements for safeguarding are effective.

The managers ensure that all staff complete training to keep their knowledge of child protection issues up to date. All managers and staff recognise signs of all areas of abuse and have a secure understanding of specific safeguarding issues, including domestic abuse, radicalisation and extremism. The manager securely understands her role as designated safeguarding lead. She is confident in the process to make a referral in line with local procedures if needed. She makes sure her staff understand this process securely. Staff who have access to children have their suitability assured because the managers have secure recruitment processes in place. There is a robust daily risk assessment system to ensure that any hazards to children's safety are minimised.

## What does the setting need to do to improve?

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

- build on recent improvements to further enhance information-sharing with parents/carers to provide a clear picture of their child's development
- support staff to consider more precisely the vocabulary and language skills they want children to learn.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | EY302561                           |
| <b>Local authority</b>                             | East Sussex                        |
| <b>Inspection number</b>                           | 10228388                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years 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>                      | 65                                 |
| <b>Number of children on roll</b>                  | 139                                |
| <b>Name of registered person</b>                   | Chantry Childcare Limited          |
| <b>Registered person unique reference number</b>   | RP525347                           |
| <b>Telephone number</b>                            | 01323 487 081                      |
| <b>Date of previous inspection</b>                 | 4 January 2017                     |

## Information about this early years setting

Bluebell Barn Children's Nursery registered in 2005. It operates in the Stone Cross area of Eastbourne, East Sussex. The nursery is open between 7am and 7pm each weekday, all year through. The setting employs 24 staff. Of these, one holds early years professional status, one holds a relevant qualification at level 4, 15 hold qualifications at level 3 and six staff are qualified at level 2. The setting receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Astellla Chapman

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- Parents shared their views on the setting with the inspector.
- The managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- 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 managers and the inspector looked at and discussed documentation in relation to recruitment, records of attendance and first aid.

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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