

Inspection of Bluebells Nursery

31-37 Bond Street, Ipswich IP4 1JD

Inspection date: 30 November 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 confident and motivated to learn in this nurturing nursery. Leaders acknowledge the impact of the COVID-19 pandemic and adapt the curriculum to focus on children's emotional and social needs. Children benefit from a wide variety of equipment and interactions that are carefully planned to suit their interests and development needs. For example, children are keen to explore a range of fresh fruits and vegetables. They use these to inspire their role-play situations. For example, they use different utensils to chop and stir the ingredients to make meals for the dolls. Babies and younger children delight in listening to the rhymes staff sing. They quickly recognise their preferred songs and clap and dance joyfully to the familiar rhythm. They begin to join in with repeated words, which help to develop their early vocabulary.

Children behave well. Younger children, including babies, with special educational needs and/or disabilities (SEND) build strong emotional attachments with their key person. They readily go for a cuddle and share their experiences with them. This shows that children feel safe and settled at the nursery. Children are encouraged to use good manners and follow positive rules. For example, before leaving the table at mealtimes, they listen and watch carefully for their name to be signed. Children develop a keen sense of responsibility. They take pride in tasks such as setting the table for snack and independently cleaning up any accidental spillages.

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

- Staff purposefully plan activities to help children to learn how to keep themselves safe. They carefully consider the risks children may encounter in the local area, such as busy roads. Children make models of traffic lights, and staff talk to them about how they can cross the road safely when walking to nursery.
- There are good arrangements in place to support two-year-old children when it is time for them to move into the next room within the nursery. From the beginning, babies and toddlers have rich opportunities to enjoy activities, such as singing and dancing, with the older children. This means that they are eager to explore the new room and quickly settle into new routines.
- Parents say that they value the sharing of information about their children's learning and feel that staff prioritise their children's safety. Staff gather information about children's experiences outside of the nursery. They use this information well. For example, they provide popular books to help parents extend their children's interest in listening to stories at home.
- Staff are keen to support all children, including those who speak English as an additional language (EAL), to gain good communication skills. For example, staff learn common words in children's home languages and occasionally use these with the children. However, staff do not always consider a wider range of

strategies to help children who speak EAL to extend their vocabulary more rapidly.

- Staff skilfully recognise opportunities to help children to celebrate what makes them unique. They encourage children to ask questions and talk openly about gender stereotypes and different cultural practices. This helps children to develop respect towards those who may be different from themselves and prepares them for life in modern Britain.
- Staff quickly identify when children may benefit from additional support. They work closely with parents to follow routines and use specialist equipment recommended by other professionals. This helps to ensure babies and children with SEND are fully involved in activities and make good progress from their starting points.
- Children engage in fun activities to help support their understanding of the importance of good oral health. Older children demonstrate good control as they practise brushing their teeth. Staff demonstrate how to clean their teeth effectively and speak to children about their routines at home. Children proudly explain that they brush their teeth at home and understand this is a healthy thing to do.
- Leaders have a clear vision and show strong commitment to making sure children have good-quality learning experiences. The manager works closely with staff to ensure they have an appropriate workload and feel positive about their roles. Leaders and managers recognise the importance of continual staff development and provide regular online training. This helps to strengthen staff's skills in most areas of their practice with children.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their responsibilities in safeguarding children. They know how to identify the signs that may indicate a child is at risk of harm. Safeguarding information is discussed regularly at staff meetings and during staff supervision. This helps the manager to make sure that staff continue to understand local safeguarding issues and how to report these. Staff often share information with parents, such as guidance about internet safety. This helps parents to understand how they can further protect their children at home. The recruitment of staff is carefully managed to ensure children are cared for by suitable people.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to extend children's communication and language development, particularly for children who speak EAL.

Setting details

Unique reference number	EY443536
Local authority	Suffolk
Inspection number	10235695
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 7
Total number of places	42
Number of children on roll	44
Name of registered person	Alpha Nurseries Ltd
Registered person unique reference number	RP900801
Telephone number	01473221700
Date of previous inspection	5 December 2016

Information about this early years setting

Bluebells Nursery registered in 2012. It is located in Ipswich, Suffolk. The nursery employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. One member of staff holds qualified teacher status. The nursery is open Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

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 discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views with the inspector, and the inspector took these into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons working at the setting.

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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