

# Inspection of Bumble Beezzz Day Nursery

39 Highgate Road, Holly Hall, Dudley, West Midlands DY2 0SZ

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Inspection date: 28 February 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

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

### **The provision is good**

Children are happy and settled. They form close attachments to staff who are kind, caring and attentive to children's individual needs. Children of all ages independently explore the well-resourced indoor and outdoor environment. They show a positive attitude to learning engaging with everything that is on offer to them. Children show kindness and consideration to their friends. They share and take turns, playing cooperatively with the toys and resources. They are polite and well mannered, remembering to say 'please' and 'thank you' when needed.

Pre-school children show curiosity as they join in with making bird food to put in the bird feeders in the garden. They develop mathematical skills as they fill and empty containers, estimating which one has more or less bird food in. Toddler children enjoy using their imaginations as they run around the playground and hide in the playhouse, pretending to hide from the wolf from 'The Three Little Pigs'. Babies enjoy joining in with action rhymes and songs. They giggle with delight as they excitedly point to the different parts of their body when staff sing the song. Staff implement a clear curriculum that has a clear focus on children's next steps. As a result, children, including those who speak English as an additional language and children with special educational needs make good progress in their learning.

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

- Leaders and managers are passionate about providing children with the best possible early education experiences. They strive to give all children the best possible start in life. They are reflective and take into consideration the views of others to enhance the provision further. They offer support and ongoing monitoring and coaching to staff to ensure they are confident in fulfilling their roles and responsibilities.
- Staff place a strong focus on developing children's communication and language skills. Staff read frequent stories to children, changing the tone of their voice to engage and excite them. Children are encouraged to join in with discussions throughout the day. Older children confidently talk to visitors telling them about their next birthday and how old they will be. Staff working with babies use frequent conversations to encourage children to babble and experiment with new words and sounds.
- Staff have a clear understanding of what they want children to learn next. Children enjoy joining in with a wide range of free-play activities and adult-led experiences. However, during some adult-led activities children do not always have enough space to be able to join in fully to help extend their learning even further.
- Staff complete regular assessments and observations of their key children. They use this information to identify any child that requires extra support, making

referrals to external agencies where necessary. Good partnerships and information sharing with these professionals ensure children are given the right support. This helps children to make as much progress from their starting points as possible.

- Staff have established close partnerships with parents. Parents express their complete satisfaction with the nursery. They value how well the staff know their children. Staff share information with parents in various ways to ensure they are fully informed about their children's learning and development. However, staff do not involve parents in the initial assessments made when children first start at the setting. This means that staff do not have all the information about what children already know and can do to plan precisely for children's learning from the outset.
- Staff have high expectations for children's behaviour. They offer children appropriate and gentle reminders about the rules of the setting. Staff offer children frequent praise and encouragement. This helps to promote children's emotional well-being.
- Children are developing their independence skills in a range of ways. For example, pre-school children learn to serve themselves their own meals in preparation for moving on to school. Toddler children make attempts at dressing themselves before going outdoors to play. Children are encouraged to take care of their own self-care needs, such as washing their hands before meals and using the toilet independently.

## Safeguarding

The arrangements for safeguarding are effective.

Staff attend safeguarding training to ensure they understand their roles and responsibilities to keep children safe. Managers and staff are knowledgeable about child protection matters, such as the risks of radicalisation. They can identify the possible signs and symptoms of abuse and neglect. They are confident with the procedures to follow to record, and report concerns both within the setting and to external agencies. Staff ensure children are fully supervised. The setting is safe and secure. Managers implement robust recruitment procedures to ensure all staff are suitable to work with children.

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

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

- extend some adult-led activities to ensure children have enough space to fully join in to further extend and challenge their learning
- gather more detailed information about children's starting points from parents when children first start at the nursery to further inform the initial assessment and planning for children's learning from the outset.

## Setting details

<b>Unique reference number</b>	EY471197
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10276433
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	31
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Hoult, Donna Louise
<b>Registered person unique reference number</b>	RP511451
<b>Telephone number</b>	01384484252
<b>Date of previous inspection</b>	14 July 2017

## Information about this early years setting

Bumble Beezzz Day Nursery registered in 2013 and is located in Dudley, in the West Midlands. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 15 members of childcare staff. Of these, 10 hold a qualification at level 3 and one holds a qualification at level 2.

## Information about this inspection

### Inspector

Amanda Tompkin

## 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 setting and has taken that into account in their evaluation of the setting.
- The inspector and the managers completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff 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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