

Inspection of Little Bundles Of Joy

35 Wellington Road, Bilston, Wolverhampton WV14 6AH

Inspection date: 28 March 2023

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 arrive happily at nursery and receive warm greetings from staff. Children build close relationships with staff who know them well and are responsive to their needs. This helps children to feel safe and secure in their care.

Babies enjoy sensory experiences. For example, they feel the various textures of soft toys in their hands and against their faces. They develop increasing physical skills pulling themselves up to stand, using the well-positioned furniture. Older children are keen to make Easter bonnets. They practise their skills with one-handed tools. For example, they spread glue onto a paper plate. They make choices from the range of materials they add to their bonnets and hold conversations with each other and staff. Children are proud to show their counting skills and count how many chicks they have added.

Staff provide children with a range of opportunities to select their own resources and lead their own play and learning. Children are keen to explore and enjoy learning. They are confident to speak to visitors and staff. They show positive behaviours and respond well to staff's gentle guidance. All children, including those with special educational needs and/or disabilities, gain the skills and knowledge they need to prepare them for their future learning.

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

- Managers have designed a well-thought-through curriculum for children's learning. Staff gain detailed information from parents when children first start. This helps them to know what children already know and can do, and plan effectively to build on this for each child. Staff understand and implement the curriculum effectively to help children to make consistent progress from their starting points.
- Staff have made changes in the play environments to further enhance the provision for children. Resources and equipment are stored at an accessible level for children, who access these confidently. This has helped children to become more autonomous in their play and explore the materials that interest them. For example, children play together in a tray of flour and lentils. They add their choice of feathers and other resources to the mix. Children giggle together as they toss and watch how long it takes for the feathers to fall.
- Communication and language are generally promoted well. Staff introduce new words with babies during play, such as 'dig' and 'pour', as they use these actions and narrate their play. All children enjoy hearing and singing familiar songs. Older children are keen to talk to staff. However, at times staff can speak quite quickly and ask several questions. They do not always provide children with the time they need to think about what has been asked and how they want to respond.
- Children who speak English as an additional language are supported well. Staff

gain familiar words and phrases in their home language from parents, to help children to understand. They use these words alongside English. As a result, children begin to acquire the English language.

- Children develop increasing physical skills in a range of ways. They have fun in the garden riding a range of wheeled toys, and practise balancing on the equipment. Children enjoy running with their friends and play well together. This helps to release their energy and develop their coordination.
- Older children enjoy completing tasks for themselves. For example, they serve their own meals, pour their own drinks, and help to chop and prepare their snack. However, they are not always provided with effective resources that enable them to do this successfully.
- Children learn about the similarities and differences in themselves and others in our wider communities. They celebrate a range of festivals, and enjoy the experiences and activities, including food tasting. Children learn about how families can differ from their own experiences through a range of resources and photographs depicting positive images. This helps children to develop their tolerance and understanding of others.
- Parents speak very highly of the nursery. They say how friendly and supportive the staff are. Parents particularly remark on the detailed information they receive about their child's learning and the support and ideas they receive to help their children to also learn at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including those designated to take the lead for safeguarding, understand their responsibilities to ensure that children are effectively protected from harm. They can identify signs and symptoms that indicate a child may be at risk of abuse. Staff have a good knowledge of a range of child protection matters. All staff know the procedures they must follow to report these concerns to their local safeguarding partners. This includes if an allegation is made against a colleague. Managers follow safe recruitment practices. They conduct the required background checks to ensure that all staff are suitable to work in the nursery. Routine checks are made in all areas of the nursery to ensure that it is safe for children to attend.

What does the setting need to do to improve?

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

- provide children with resources that are effective in helping them to complete tasks for themselves, such as when preparing food, to enable them to do this more successfully
- continue the support provided to staff to enhance their interactions so that children are provided with ample time to understand what is asked and think

before providing their own responses.

Setting details

Unique reference number	EY563495
Local authority	Wolverhampton
Inspection number	10283887
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	1 to 4
Total number of places	32
Number of children on roll	22
Name of registered person	Little Bundles Of Joy Ltd
Registered person unique reference number	RP563494
Telephone number	01902 496389
Date of previous inspection	23 November 2022

Information about this early years setting

Little Bundles Of Joy registered in 2018. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. The nursery employs seven members of staff. Of these, five hold an early years qualification at level 3 and two at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzanne Taylor

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the nursery.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the managers and discussed how the setting is organised. The inspector reviewed relevant documentation, including 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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