

Inspection of Bluebell Nursery

Blue Bell Nursery, 50 Carlyon Road, WEMBLEY, Middlesex HA0 1JE

Inspection date: 3 May 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 the nursery. They separate easily from their parents and carers and quickly engage in the wide variety of learning opportunities on offer. Children are highly sociable and are keen to share their play with visitors. Following a recent visit to a local beauty salon, children are excited to re-enact their experiences in the role-play area. They confidently move adults through their procedures, from making appointments by phone, through to the beauty treatments and payment. They demonstrate strong early writing skills as they make marks to represent appointments and receipts on notepads. Younger children enjoy playing with cars. They interact well with their peers as they learn to cooperate and take turns.

Children behave well. Staff model how to be kind and respectful to others. When children occasionally struggle to engage in learning, staff calmly intervene to support their needs. Children are learning how to develop healthy lifestyles. They choose from a variety of fruit for snack and are pleased to be given a sticker when they have eaten it or drunk their milk. Children enjoy being outdoors. They use balance bicycles with ease and enjoy playing games with the attentive staff. They are gaining strong independence skills, as they have many opportunities to carry out tasks for themselves. This enables children to develop the skills they need for their future learning.

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

- Staff successfully sequence the curriculum throughout the nursery. They get to know each child well and successfully build on their experiences, knowledge and skills. The key-person system is strong, and staff know how to plan clear next steps in learning for each of their key children.
- Younger children immerse themselves in exploration, such as when digging in soil and playing with water. Staff support their learning as they count and use mathematical language. Pre-school children are developing strong pencil skills. They draw pictures with intricate detail and many children can write their names and other words with ease.
- Children's communication and language development is good. This includes children who speak English as an additional language. Staff pronounce words clearly and use picture prompt cards to help children to understand. Staff celebrate children's cultures and backgrounds. For instance, parents are invited into the nursery to read stories in children's home languages. This helps children to learn about each other and respect their differences.
- Children's health and well-being is given high priority. They benefit from nutritious food cooked on the premises. Staff actively support children to develop good oral health routines. Children brush their teeth at the nursery and

know what movements they need to make with their brush. These effective procedures promote children's ongoing good health and well-being.

- Parents speak positively about the nursery and staff. They feel their children have settled well and are happy and safe at the nursery. Parents are well informed about their children's development and know how to support their learning at home.
- The staff team is strong, and staff work well together to ensure that children's needs are met. The organisation of the daily routines is mostly managed efficiently. However, at times, staff do not recognise when older children need a change of activity, and transition times are not as well planned as they could be. For example, the transition time from snack back to play is too long and activities do not maintain children's interests. This results in some children being disengaged from their learning.
- The manager has rigorous recruitment procedures in place to help ensure that staff are suitable to work with children. She has systems in place to review staff's practice and to help them develop further, such as through supervision meetings. Staff speak positively about the opportunities they have for ongoing professional development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good awareness of safeguarding practice. They understand the importance of recognising any causes for concern relating to children's safety, both in the nursery and at home. Staff know how to report these concerns internally and to relevant safeguarding agencies. Staff are trained to understand the provider's safeguarding policies and procedures. They undertake training to help them to keep their knowledge relevant and up to date. Staff constantly supervise children and contact parents if children are absent to make sure they are safe.

What does the setting need to do to improve?

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

- support staff to recognise when daily routines for older children need to be adapted to help children to stay engaged and motivated in their learning.

Setting details

Unique reference number	137765
Local authority	Brent
Inspection number	10276157
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	85
Number of children on roll	29
Name of registered person	Desai, Vishnu
Registered person unique reference number	RP514326
Telephone number	02085667876 or 07956638085
Date of previous inspection	4 July 2017

Information about this early years setting

Bluebell Nursery registered in 1992. The nursery is open each weekday, from 8am to 4pm, and operates all year. The provider receives funding to provide free early education for children aged two, three and four years. There are six members of staff, including the manager. They all hold relevant childcare qualifications, ranging from level 3 to level 5.

Information about this inspection

Inspector

Jill Hardaker

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 manager and has taken that into account in her evaluations of the nursery.
- The inspector and the manager looked around the nursery and talked about how the curriculum is devised and implemented in practice.
- A joint observation was completed and discussed with the manager.
- The inspector spoke with staff, parents and children at appropriate times and took account of their views.
- The manager and the inspector met to discuss the leadership and management of the nursery. The inspector looked at relevant documents, including evidence of the suitability checks carried out on staff and safeguarding and complaints procedures.

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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