

Inspection of Bella's Childcare Ltd

99 - 101 High Street, Cambridge, Cambridgeshire CB24 3BT

Inspection date: 14 December 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

Staff create a warm, welcoming and inclusive environment for all children. Children confidently leave their parents at the gate and quickly begin exploring the range of exciting learning opportunities on offer. They are familiar with the rules and routines of the nursery and show positive attitudes to learning. For example, older children independently get ready for snack. They wash their hands and talk to staff about the need to clean the 'germs' away. Staff introduce words, such as 'whole, half and quarter', as they model how to cut fruit safely with a knife. As a result, children are beginning to understand mathematical concepts as well as learning how to manage risks.

Managers and staff know the children well. They use their knowledge to plan and provide a range of learning experiences that ignite children's interests. For example, when children show an interest in taking photos using digital cameras, staff plan opportunities for them to use the cameras to capture different facial expressions. Children practise looking in mirror to see how they can show each emotion. Subsequently, children develop good communication skills in labelling their emotions and are supported to articulate how they feel.

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

- Managers have a good overview of the provision. They have recently implemented a new curriculum that supports children's learning and development. Staff use what they know about children's developmental needs and personal interests to plan activities. For example, young children show a keen interest in messy play activities. They remain focused and engaged for extended periods of time as they investigate the paint using different tools. They learn how to communicate their choices through verbal and non-verbal cues. Children's voices are heard, and staff respond swiftly to their needs. As a result, children make good progress.
- Staff have a strong focus on promoting children's independence. They teach children how to put on their own coats. Older children competently put their arms into their sleeves and manoeuvre the coat into place. Staff support children to independently manage their self-care needs. They regularly use the 'snuffle station', complete with mirror, tissues and bin. These direct teaching moments help children learn important skills for the future.
- Children, including those who speak English as an additional language, are becoming confident communicators and readily chat with visitors. Young children are praised as they name different objects and staff extend vocabulary by modelling the correct pronunciation of words. Children huddle around adults to share books and listen to stories. Singing can be heard throughout the nursery and children become excited when staff play the ukulele at group times. They

enthusiastically join in with the actions when singing 'sleeping bunnies' and take turns to suggest which song to sing next. However, at times, staff do not always use everyday routines and activities to extend children's learning further.

- Staff regularly provide a variety of meaningful opportunities for children to gain a deeper understanding of their local community and the world in which they live. For example, they plan trips to the nearby supermarket to gather ingredients for cooking activities and visit the dentist to learn about dental hygiene. Staff teach children how to keep themselves safe when out and about, including road safety.
- Partnerships with parents are good. Parents comment that communication is effective and they feel they can speak to all staff about their child's development. Staff share information about children's progress, as well as information about children's individual key person, through an online application. However, some parents are still unsure about who the key person is for their child and what their next steps for learning are. This does not fully promote the continuity of care between the nursery and home.
- Children with special educational needs and/or disabilities (SEND) are supported well by the staff. The special educational needs coordinator works closely with staff, parents and other professionals to implement children's individual plans. As a result, children with SEND are consistently supported and make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff understand their role in keeping children safe. They provide staff with regular training about child protection and safeguarding issues. Staff know the possibly indicators of child abuse and neglect and what to do should they have concerns about a child's welfare. All staff are aware of the whistle-blowing procedures and understand their responsibility to report concerns to the relevant body. Leaders implement robust recruitment processes that help ensure the suitability of adults working with children. They make regular checks to ensure staff's ongoing suitability. Staff are vigilant in keeping children safe from harm and supervise children effectively at all times.

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 make the most of every opportunity to extend children's learning within the routines and activities available
- ensure that all parents know their child's individual next steps in learning and are aware of who their key person is.

Setting details

Unique reference number	EY486152
Local authority	Cambridgeshire
Inspection number	10311946
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	0 to 4
Total number of places	40
Number of children on roll	39
Name of registered person	Bella's Childcare Ltd
Registered person unique reference number	RP534337
Telephone number	01954789745
Date of previous inspection	16 April 2018

Information about this early years setting

Bella's Childcare Ltd registered in 2015. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday from 8am until 6pm all year round, apart from one week in August and over the Christmas period. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Parkinson

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 provider and has taken that into account in their evaluation.
- The manager and the inspector completed a learning walk together. The manager explained how the curriculum is organised and the intentions for children's learning.
- The quality of teaching was observed indoors and outdoors and the inspector assessed the impact this has on children's learning.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the nursery with the inspector.

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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