

Inspection of Bouncing Beans Children's Nursery

197 Norwich Road, Wymondham NR18 0SJ

Inspection date: 3 July 2024

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 take great pains to ensure that children are happy, settled and thrive at this lovely, warm and welcoming nursery. They conduct home visits before children start and gather information about both the child and their family. Staff use this information to build strong bonds and ensure that they plan to cater for children's individual needs and interests right from the start. Children arrive happy to start their day and staff greet them with genuine affection. They settle swiftly and become deeply involved in their self-chosen play as soon as they arrive. Children are friendly and curious with visitors. They confidently introduce themselves, keen to involve others in their play.

Children learn good behaviour through the gentle modelling and encouragement staff provide. Children who are still learning how to manage their emotions and behaviours receive gentle support from staff. Children and families are encouraged to value and share their languages and cultures with each other. They learn to have a positive attitude to the wide diversity of modern Britain. Staff recognise and accept children as unique individuals and provide the bespoke care children need. Consequently all children, especially those with special educational needs and/or disabilities (SEND), make sustained progress.

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

- Leaders and the staff team are ambitious for the nursery. They have recently introduced a new curriculum and leaders have ensured that all staff understand what they want children to learn and how. Parents have been kept fully informed about this new development and speak positively about the impact it is having on their children's learning. Despite the positive impact of the new curriculum, there are occasions, such as mealtimes, where the curriculum is not fully embedded. This means that children do not consistently benefit from opportunities to engage in rich conversation or build on their growing social skills.
- Parents speak glowingly about the nursery. They say that they feel that their children are very safe and well cared for. Staff are diligent in working with parents to ensure a common approach to children's learning and development. Parents of children with SEND state that staff ensure that their children are able to achieve their full potential with the support that they receive at the nursery.
- Staff teach children to be effective communicators right from the start. They pay close attention to young children's non-verbal cues and listen and respond carefully to children's conversations. Staff read books to and sing with children. They purposefully introduce interesting language through playful interactions. For example, staff introduce the concept of fossils when building on children's fascination with dinosaurs. They further extend this by showing children films of

volcanos and introducing words such as 'lava' and 'eruption'.

- Children demonstrate high levels of confidence. They are determined and work together to achieve their play intentions supported by staff who teach children to believe in their capabilities. For instance, children who have been testing their balance on an activity set up by staff, collect a 'balance board' together. They work collaboratively to carefully negotiate around other children and equipment to transport it to the agreed spot. Children are proud of their achievements and happily take turns on the new activity.
- Children learn good hygiene and self-care skills. Staff teach even the youngest children good habits as they 'march like dinosaurs' to wash their hands before meals. Older children learn about the importance of dental hygiene through the introduction of a tooth-brushing scheme to the nursery.
- Staff make careful assessments of children's development. They assess the impact of any additional funding and swiftly implement plans that involve other agencies and parents when children need additional support to thrive. Staff plan carefully for all children's transitions, including to school. They work hard to build relationships with the schools that children will attend, and provide them with important information. Staff give parents reassurance and guidance so that that they can support their children's transitions. Consequently, all children are well prepared for the next stages in their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review the implementation of the new curriculum and evaluate the impact of it on the quality of children's experiences.

Setting details

Unique reference number	EY498233
Local authority	Norfolk
Inspection number	10339401
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	28
Number of children on roll	58
Name of registered person	Bouncing Beans Nursery Limited
Registered person unique reference number	RP900703
Telephone number	01953 857311
Date of previous inspection	31 July 2018

Information about this early years setting

Bouncing Beans Children's Nursery registered in 2016. The nursery employs 13 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for two weeks at Christmas. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Terrie Simpson

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 deputy manager joined the inspector on a learning walk, and together with other senior staff, talked to the inspector about their curriculum and what they want their children to learn.
- The inspector engaged with children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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