

Bluebells Day Nursery

Bromborough Family Centre, Gratrix Road, WIRRAL, Merseyside, CH62 7BW

Inspection date

Previous inspection date

21/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is outstanding because all staff have a superb understanding of how children learn. They make thorough observations and use these to plan exciting activities to meet the needs of all children. As a result, children are highly motivated and eager to learn.
- The excellent partnership with parents provides a positive two-way flow of information that is highly valued. This enables parents to fully contribute and be actively engaged in their children's learning and progress.
- Transitional arrangements to support children moving onto school are excellent. This ensures a seamless journey through the sharing of comprehensive information about the child's learning.
- Leadership is excellent. Highly effective and well-documented systems are in place for monitoring improvement. Staff development focuses on learning outcomes for children; as a result, all children make excellent progress given their starting points.
- Staff have an in-depth knowledge and understanding of the safeguarding and welfare requirements. Consequently, children are kept safe while in their care.
- Children are provided with nutritious meals and display very high levels of independence. As a result, children's emotional well-being needs are exceptionally well met.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the main playroom and in the outdoor environment.
- The inspector carried out a joint observation with the deputy manager.
- The inspector checked all relevant documentation and required policies and procedures, including safeguarding, risk assessments and recruitment of staff.
- The inspector took into account the views of parents on the day.

Inspector

Alison Regan

Full report

Information about the setting

Bluebells Day Nursery was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three nurseries, which is owned and managed by a private company. It operates from purpose-built premises in Bromborough in Wirral. Children are cared for in the designated playroom and have access to an enclosed outdoor play area. This nursery is adjacent to the main Bluebells nursery. There are currently six staff working directly with the children, all of whom have appropriate early years qualification at level 3. The nursery opens five days a week from 8am until 6pm, all year round. There are 36 children on roll. Children attend a variety of sessions. The nursery provides funded early education for three- and four-year-old children. It is accessible to all children. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the already outstanding environment by adding more resources to further extend children's understanding of different cultures and beliefs.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is exceptional because the well-qualified staff have an in depth knowledge of the learning and development requirements of the Early Years Foundation Stage. This knowledge equips staff to have an excellent understanding of what constitutes outstanding teaching and learning. Staff are dedicated and enthusiastic in their work and have the skills required to enable young children to achieve the best they can from their starting points. Therefore, teaching continually challenges children, so they make rapid progress in their learning and development. Staff in the nursery know where the children are in their learning as they complete clear observations that show what they have achieved and how they can be supported further, as they work towards the early learning goals. As a result, children's next steps are exceptionally well planned for and children gain the necessary skills in readiness for the next stage in their learning.

Through the existing knowledge and skills that staff have acquired of every child, the educational programmes are rich, varied and imaginative and cover the seven areas of learning. Consequently, all children are engaged in suitable activities that are planned according to their stages of development, which fully prepares them for making rapid progress in their learning. Teaching inspires children to become highly motivated and active learners. For example, children play together on the computer workstation and they discuss with each other which button to press to solve problems. When unsuccessful, they

work together to try a different button. They praise each other when they are successful in their task. Children's reading skills are promoted superbly in the nursery and they have access to a wide range of books. They enjoy sitting with staff listening to stories and join in speculating what will happen next when the staff member turns the pages. As a result, they are making excellent progress in literacy and early reading. Staff ask effective questions to children and model language at every opportunity. For example, staff encourage children to join in songs to support them to extend their language skills. Highly effective strategies are in place to promote communication and language skills in the nursery for older children, who are ready for school. For example, staff use an effective communication and language programme to prepare children for school. This ensures that children are developing the necessary skills in communication and language for the next stage in their learning.

Children develop their physical skills by moving confidently through the soft play. They climb, jump and run in a controlled environment. Staff provide children with the opportunity to make marks both indoors and outside and they use a variety of brushes and chinks. When indoors, children enjoy creating their pictures and enjoy talking to staff about what they have made. Staff are highly effective in extending their questioning skills to further challenge children's learning. They complete a learning file for each child and record their progress onto a development tracker which is updated monthly. Staff are highly skilled in using the development tracker. They reference tracking grids frequently, enabling them to clearly identify children's skills and assess if they are emerging, developing or embedded. This supports children's growing skills and builds on their first-hand experiences. In addition to this, staff complete a termly assessment on each child, which is shared with the parents to fully update them on their child's progress.

Staff have vibrant and positive relationships with parents. This means that parents are fully involved in the progress that the children are making, which are developed at the start through superb settling-in procedures and completing 'all about me' books. In addition, parents contribute towards completing the baseline assessments, which identify children's developmental starting points upon entry. Parents contribute to their child's learning by undertaking observations at home and commenting in daily diaries. These, coupled with ongoing observations carried out by staff, clearly identify next steps in children's development. As a result, children are making exceptionally good progress in their learning. This also allows a consistent approach in supporting children's needs between home and nursery. Staff work with parents exceptionally well by sending home a daily diary to inform the parents on what their child has achieved throughout the day. As a result, parents are kept fully up to date with their child's progress. Staff speak to the parents on a regular basis to discuss their child's progress and identify if any support is needed. As a result, appropriate strategies are implemented to ensure children make progress in their learning.

The contribution of the early years provision to the well-being of children

Children's emotional well-being is effectively promoted throughout the setting and their needs are exceptionally well met. They benefit from an excellent embedded key-person system that is highly effective and supports both children and their families. Children form

strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between practitioners and children ensures that all children form positive and trusting relationships. Children settle well because practitioners find out very meaningful information from parents about their child, to ensure all children's needs are known and effectively met. Settling-in sessions are flexible and are tailored to help ease the child into the environment. As a result, children form strong bonds and secure emotional attachments and feel very secure in their environment from an early stage. Transitions to school are outstanding because staff share information and work closely together with the local schools and parents to ensure a seamless transition. Highly effective arrangements for children's next phase in their learning are also very well supported through established and valuable links with local schools. Teachers from local schools are invited into the setting to observe the children, who are moving onto their school. Staff provide school uniforms in the dressing-up area and talk to the children about their new classroom and teacher. This ensures that children are exceptionally well prepared for the next stage in their learning.

Staff are highly motivated role models as children treat each other with respect and patience. They provide consistent messages about right and wrong. Staff are sensitive and caring in their approach to managing children's behaviour and provide children with gentle reminders, which supports their understanding about what acceptable behaviour is. Children play very well together, they support one another when playing at the computer and make strong friendships with other children. Behaviour strategies and rules are consistent across the setting and consequently, behaviour is exceptionally well managed.

Children demonstrate their awareness at being independent at all times. For example, children are supported and encouraged to acquire good manners at the table. Lunchtimes are also social occasions where the children sit together and staff encourage conversation. Children's independence skills are promoted exceedingly well by staff as children are encouraged to pour their own drinks, serve themselves to their lunch. When they have finished their lunch, they are encouraged to clear the plates and cups away independently. They know what is expected of them as practitioners are consistent in their approach. Excellent hygiene practices are in place for all children to minimise the risk of cross-infection. There are high standards in place with regard to food safety and personal care routines. Children know they need to wash their hands after using the toilet, in order to prevent the spread of infection. As a result, they develop self-help skills of independence and confidence in caring for themselves and they are being emotionally very well prepared for school. Children's healthy lifestyles are further promoted in the setting as they benefit from outdoor play where they use their skills to take risks jumping in and around the large tyres. This means that children benefit from fresh air and are emotionally well prepared for the next stage in their learning.

The environment is highly stimulating both indoors and outdoors which enhances all aspects of learning. Equipment is organised in a way which encourages children to access toys independently and challenges them to make progress in their learning. Children explore the environment with confidence and a high level of enthusiasm. They are highly motivated and independent and they use resources effectively to support their learning and play. The environment is rich in print and children are encouraged to notice that text

carries meaning. For example, all resource boxes are clearly labelled with a name and a picture of the resource. This promotes independence and early literacy skills. However, there is scope to add more resources to further extend children's understanding of different cultures and beliefs to the already outstanding environment. Children are supported to tidy away when they have finished with the equipment, this further enhances their learning and promotes independence. Staff give the utmost priority to keeping children safe as daily risk assessments are completed to ensure that hazards are kept to a minimum and rigorous headcounts are completed on children when they go outside. As a result, children play in a very safe environment. Staff are deployed highly effectively to ensure that children are safe and secure. This also means that they are on-hand to offer support to children when required. As a result, children are making rapid progress in their personal, social and emotional development.

The effectiveness of the leadership and management of the early years provision

Leadership is inspirational. The management and staff team have an excellent and thorough understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Staff demonstrate they have an excellent knowledge of the nursery's policies and procedures. Risk assessments are in place and reviewed regularly to ensure that hazards are kept to a minimum and fire evacuation drills are thoroughly recorded. There are highly comprehensive procedures for recruitment and vetting of all staff to ensure they are suitable to work with children. All staff have a current Disclosure and Barring Service check and visitors' identification is thoroughly checked before entering the building. Staff follow robust safeguarding procedures in protecting children from harm and are fully aware of what to do should they have a concern about children's welfare. All staff have received safeguarding and first-aid training. As a result, children are exceedingly well protected and kept safe at all times.

The performance of all staff is exceptional and their ongoing professional development is actively promoted. For example, the manager completes observations on all staff on a regular basis. Underperformance of staff is addressed and additional support is implemented swiftly and monitored on a regular basis. This ensures that staff maintain their excellent understanding to what constitutes outstanding teaching and learning strategies through an honest and critical reflection. The manager monitors and tracks children's assessment files to ensure all children are making rapid progress and their individual learning needs are exceedingly well met. This ensures that any gaps in children's progress are swiftly identified and acted upon at the earliest opportunity. Self-evaluation is very well documented and highlights the main focus on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and focused action plans are in place to secure continuous improvement. Recent areas identified by the manager include further enhancing the outdoor environment. This has now been effectively addressed and children now benefit from the outstanding environment that the nursery has to offer.

Partnerships with parents and other professionals are outstanding and very well established. Excellent relationships, information sharing and good communication systems

ensure that parents are kept fully informed of their children's progress. The parents' voice is clearly reflected throughout the nursery. Daily diaries provide parents with details on the child's day at nursery and parents have many opportunities to talk to staff about their children. This is underpinned by the highly effective key-person system in place across the nursery. There is consistent, secure support for all children and as a result, their needs are extremely well met. Parents are very happy with the nursery and value the commitment of staff and the learning opportunities that they provide. Highly effective partnerships with external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY472238
Local authority	Wirral
Inspection number	952189
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	36
Name of provider	Bluebell Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	07545 972220

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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