

Bumblebees Day Nursery Plymouth LTD

Inspection report for early years provision

Unique reference number	EY338731
Inspection date	14/09/2010
Inspector	Sara Frost
Setting address	Bumblebees Day Nursery, Woolwell Road, Woolwell, Plymouth, Devon, PL6 7JW
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Bumblebees Day Nursery (Plymouth) Ltd. opened in 2006 and operates from a purpose built nursery in Woolwell on the outskirts of Plymouth, Devon. The nursery is on two levels, the first floor is dedicated for the under two's. Older children use ground floor rooms only. Children have access to a secure enclosed outdoor play area. In the summer of 2010 the nursery built an extension to provide additional space and open an out of school care for children up to the age of 11 years.

The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year, closing over the Christmas period. A maximum of 84 children may attend the nursery at any one time of whom 24 may be under two. There are currently 166 children aged from one month to under five years on roll. Of these, 32 children receive funding for early education. The nursery currently supports a number of children from whom English is an additional language, and children with special educational needs and/or disabilities. It is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

The nursery employs 20 members of staff who work directly with the children. Of these, all hold appropriate early years qualifications or working towards a level three childcare qualification or above. The nursery also employs a cook and a cleaner. The nursery receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bumblebees Day Nursery provides a very warm and inclusive environment where children are happy and content. Staff work exceptionally hard to ensure new children feel settled and secure. The staff and management team collectively have a wealth of experience in childcare and work well together as a team. All children clearly benefit from the experiences they receive within the nursery environment both inside and outdoors, culminated with the staffs sound understanding and implementation of the Early Years Foundation Stage children successfully, progress in their learning and development. Good use is made of the outdoor area throughout the day from the babies and toddlers to free flow for the older children. The high hygiene standards set and implemented throughout the nursery ensures children are well protected against cross infection. All staff contribute to the self-evaluation process identifying strengths and weaknesses. This is used to improve children's experiences and work in partnership with parents. All recommendations raised at the previous inspection have been addressed effectively.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the appraisal system to ensure continual overall suitability for all staff is maintained
- take steps to share information about children's developmental progress with

other providers delivering the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

The thorough recruitment systems in place ensure staff employed to work with the children are safe, suitable and have the appropriate qualifications to do so. New staff are provided with a clear induction programme and all staff clearly know the processes to follow to ensure children are safeguarded. Regular meetings with staff are conducted and yearly appraisals are undertaken to identify any training needs although aspects to maintain the monitoring of staff's suitability requires further development. \n\nChildren are further safeguarded as entry to the building is monitored by staff, unknown visitors identification is verified before being admitted onto the premises. In addition close circuit television is used in all the rooms and monitored from the office. Daily room checks and written risk assessments are completed for each room, outdoor areas and for specific outings to ensure hazards are identified and minimised. Staff help children learn how to keep themselves safe, for example, guiding them through how to access the small slide in a safe way. All areas of the nursery are clean and tidy and the exemplary hygiene practices which are in place avoid risks of cross infection. \n\nAll the required documentation is in place; policies and procedures are regularly updated and appropriately shared with parents. Parents are provided with questionnaires and are encouraged to use the suggestion box which is accessible in the entrance area. Areas identified by parents are used as part of the settings evaluation process. For example, the introduction of no outdoor shoes in the toddler/baby areas originated from parents. The nursery staff work well with parents to ensure children's individual needs are clearly well met. Settling in visits allows parents and children to become familiar with the premises and key workers. The opportunity to provide flexible sessions meets the needs of working parents and children who require further assistance in feeling comfortable in an environment away from their parents or carers. Parents share in their children's learning and development through use of daily books, discussions with staff on a daily basis, formal parent meetings and the 'wow' boards which are used throughout the whole nursery. Systems are fully in place to ensure children with special educational needs and/or disabilities are in place to support their individual needs. The nursery has begun to forge links with other professional bodies however; links are not fully established for some nursery children who attend other early years provisions. \n\nAll staff are encouraged to contribute towards the self- evaluation of the provision identifying aspects which are working well and improvements they can make. The recent extension for example has given the nursery additional space to allow separate areas for the pre-school age children and the out of school club giving both groups their own areas and providing all children with a sense of belonging. The development of the outdoor area through the installation of the safety surface no longer restricts regular access for the younger children. Additional developments are planned for the older children's well sourced outdoor area \n \n

The quality and standards of the early years provision and outcomes for children

Staff throughout the nursery show a sound knowledge and understanding of the Early Years Foundation Stage, which enables children to make good progress overall. Systems for observations and assessments are in place and planning is organised around children's individual learning and development needs. Staff clearly know the children well and provide activities to offer challenge around children's interests.

Younger children benefit from the bright and well resourced rooms on the first floor; where there is plenty of space for crawling and exploring. Regular access to the outdoor area provides children with plenty of fresh air and further opportunities for physical development. Key staff clearly know the children well and ensure their individual routines are adhered to maintain continuity of care. Staff constantly chat with children developing their communication skills, story sessions and looking at pictures further develops vocabulary skills. Younger children are invited to explore textures, using a wide range of everyday and natural materials. All children have access to a range of craft activities and particularly enjoy printing with paints initially using a variety of tools supplied by staff, but also having the opportunity to explore using their hands. Younger children show great delight, attempt to catch the bubbles as they form and before they float away.

Older children play in their well resourced own dedicated outdoor area. By providing outdoor clothing children are able to access this area most of the time, either as a group or through individual choice. Their independent skills are encouraged as they put on their Wellington boots and coats. Older children play well in small groups and become fully engaged in activities for a period of time. For example, a group of three children without adult input spent time exploring shells, putting them to their ear, commenting and describing what they could hear, talking confidently with each other about texture and shape. Older children clearly know routines and expectations within their rooms, for example, they clearly know the display signs 'stop' and 'go' identify what areas they are allowed in at any one time. Children are confident and chat willingly with adults and each other, listening to one another at circle time. Older children confidently use the computer and have recently produced patterned pictures using key and mouse skills. This and their communication skills contribute to their future economic wellbeing.

Hygiene practices throughout the nursery are to an exceptional high standard from the moment you enter the building, staff are vigilant in maintaining standards, when preparing snacks, changing nappies and encouraging children to understand and follow good hygiene practices. Children learn how to keep themselves safe as the regularly take part in fire drills and are gently reminded about safety issues whilst playing.

Children's meals provided by the nursery cook are healthy and nutritious; all meals are freshly prepared using fresh fruit and vegetables. Menus are clearly displayed for parents to see in the entrance area. Snack time offers children a choice of drinks, water and milk, older children have cafe style snack which gives them the choice of when they want to stop their play and access some refreshment. Younger children sit in smaller groups, and use this as a social time, encouraging good table manners. Children have grown their own vegetables in the nursery garden which helps them understand where food comes from and the process of caring and nurturing.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met