

# Blue Bell Woods Day Nursery

Monks Road, Coventry, CV3 2BQ

## Inspection date

Previous inspection date

23/09/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff use their expert knowledge of children's learning needs to provide highly stimulating and varied activities. As a result, children make good progress in their learning and frequently display high levels of self-motivation.
- Children form positive attachments to staff because they are friendly, welcoming and approachable.
- Managers and staff ensure that parents have an understanding of how they meet their responsibility to safeguard children. Safeguarding practices and procedures are well known and robustly followed. Subsequently, children are kept safe and protected from harm.
- Staff actively promote partnerships with parents using a range of different strategies. Consequently, parents are well supported and get involved in their children's learning to guide them at home.

### It is not yet outstanding because

- Babies' strong exploratory impulses are not always supported to the maximum potential by staff, because they do not consistently make the best use of resources to enhance babies' play.
- Staff sometimes miss opportunities to extend children's already good number knowledge. As a result, children more able in mathematics, particularly those counting beyond five, do not always get opportunities to practice and enhance these skills.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the premises and observed activities indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the provider and office manager of the provision and spoke to staff when appropriate.
- The inspector looked at children's observation and assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff and the provider's self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Josephine Heath

## Full report

### Information about the setting

Blue Bell Woods Day Nursery was registered in 2014 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from the former library and information centre in the Binley Wood area of Coventry. The nursery serves the immediate locality, the surrounding areas and caters for parents commuting into Coventry. Children have access to an enclosed outdoor play area. The nursery currently employs seven staff working directly with the children, including an office manager, of whom six have an appropriate early years qualification. They also employ a cook and a cleaner. The nursery opens five days a week from 8am until 6pm all year round except bank holidays and for a week at Christmas. Children attend for a variety of sessions. The nursery provides places for a maximum of 37 children in the early years age range. There are currently 48 early years children on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. 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:

- promote babies' strong exploratory impulses further by supporting them to make the best use of resources during their play
- build further on children's good mathematical knowledge by maximising all opportunities in play to support children to practice their number skills.

### Inspection judgements

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

The quality of teaching is consistently good throughout. Staff create opportunities to extend and enhance learning. For example, staff use stacking cups in the baby room to encourage babies' to explore objects and solve problems. They also use the outdoor area to engage babies' in rolling balls. This encourages them to crawl, reach out for objects and begin to take turns. Staff support and guide activities by facilitating babies' learning and using lots of positive praise. This encourages babies' to develop new skills and actively engage in learning. However, there are times when babies are prevented from fully exploring the environment and accessing toys that can be used, moved and combined in various ways. Subsequently, some opportunities for babies' to use their strong exploratory impulses by making the best use of different resources are missed. Staff use the 'sand kitchen' role play outside to encourage children to use their imaginations and different objects for role-play, such as, 'having a party.' They provide support through skilful

questioning to prompt children to think for themselves in their play. This encourages children to enhance their games more independently, therefore, shaping their own learning. Staff also seek and use opportunities to successfully weave adult-led learning targets into children's play. For example, they support pre-school children to join in creative activities using printed leaves to make a 'Harvest Festival' box. Staff use the activity to develop children's all round development, particularly linking to their understanding of the world. Staff also support children well with developing their understanding of mathematics. For example, they promote awareness of numbers and shapes through general play and by singing number songs. However, because the staff's focus is currently on exploring shapes and counting to five, opportunities for older children to develop their more able counting skills in play are sometimes missed.

Staff have a secure knowledge of how babies and children develop and learn. Consequently, they plan exciting activities and provide a varied range of learning experiences for children. These actively support and promote their good progress across each area of learning. The educational programmes are balanced with a mix of child-initiated and adult-led play, both indoors and outside. Therefore, all children are readily acquiring the skills, attitudes and dispositions they need for the next stage of their learning. Staff are keen to help parents to guide their children's learning at home. The strategies used are successful in ensuring that parents are sufficiently well informed and able to contribute to their children's learning. Staff know their key children really well and are accurate in their assessments of their development. Staff use the information they obtain from parents and their own assessments of children's progress to provide activities that support each child's learning. Staff make exceptionally good use of spontaneous child-led and adult-led play to promote individual learning goals. They are quick to identify where children may need extra support and provide appropriate activities to help children catch up.

Staff regularly complete assessments of children's progress. This includes the progress check for children between the ages of two- and three-years. They use these to pinpoint each child's abilities and are therefore, well placed to meet their individual needs. As a result, all children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make good progress in their learning and development. The special educational needs co-ordinator is experienced and focused on supporting those children that may need additional help. Appropriate training has been completed by staff to enable support for children with communication and language difficulties. Therefore, relevant intervention is made, which includes small group work and one to one work for children that need it.

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

The staff develop positive relationships with children and their parents. Staff are friendly and approachable which helps children to feel secure in their care. Parents' comments demonstrate that they feel the nursery provides a safe and happy environment for their children. The nursery tailors the settling-in procedures according to children's individual needs. Parents and children attend for regular visits before they start. Staff use the opportunity to fill in 'All about me' summaries with the parents whilst the children play.

This is because staff fully understand the need for children to be well settled into the nursery. Management also fully understand that children need to feel secure before they will begin to explore and engage in learning activities. This approach fully support's children's emotional well-being.

Children health is well promoted. Children follow good hygiene routines because the staff support these, for example, by encouraging them to routinely wash hands after messy activities and before eating. Children's intimate care needs are sensitively met and they are fully encouraged to manage their own self-care where appropriate. A wide variety of healthy food choices are offered to children during meal times and the staff discuss these with children and their parents. Therefore, children are encouraged to make their own healthy choices. Overall, children's understanding of keeping themselves healthy and well is effectively promoted. There are clear procedures in place, discussed with parents, to support children's medical and dietary requirements. These are robustly followed by all staff to ensure children's good health and well-being at all times. Children are frequently reminded about safety in the nursery. For example, staff promptly remind them to walk in between rooms and to the garden. Staff also efficiently remind children that food can be hot. They ensure that they support the children with trying different methods to cool it down before eating it. Children also take risks in their play. For example, they carefully use larger play equipment in the garden, and use scissors correctly when cutting. These activities teach children about keeping themselves safe.

The environment is stimulating and welcoming for all. A well-placed entrance foyer displays a wealth of information for parents. Colourful and bright displays of children's work in the environment helps children to feel valued and respected. The nursery is well resourced with a variety of toys and equipment accessible to all the children. Staff have taken care to ensure that resources are well suited to the ages of the children and are carefully matched to their needs. Therefore, children's learning is actively promoted and self-motivation encouraged. Children's behaviour is consistently well managed. The staff positively reinforce good behaviour during activities using lots of encouragement and praise. They also gently remind children about why some behaviours are unwanted. Staff use different strategies to guide behaviour and work together with parents to achieve consistency in the nursery and at home. Children's understanding of these expectations are clear as they respond quickly to staff. Children are emotionally well prepared for the move on to other settings and schools. The nursery carefully ensures that they acquire the right emotional skills needed to adapt to the changes ahead.

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

Safeguarding arrangements are highly robust and the staff place a strong emphasis on ensuring children in their care are well protected. All staff understand their role in protecting children from harm and are fully aware of how to follow correct safeguarding procedures, should they have a concern about a child or member of staff. The manager and deputy are designated persons and fully understand the responsibility of this role. Risk assessments are well considered to minimize potential dangers to children and are undertaken daily. This helps to make sure that children are cared for in a safe

environment. Documentation and record keeping is accurate and completed to a high standard, which helps to ensure that children's well-being is maintained. Recruitment procedures are robust and ensure the suitability of all staff. Deployment is good and enables staff to provide children with vigilant supervision at all times.

The management monitor the educational programmes well. They ensure all children are making progress by recording staff's observations and assessments of children's development onto an electronic group tracking sheet. This enables them to clearly identify where progress is being made and any areas where there might be delay for some children. The effective monitoring is currently being improved by adapting the way the staff plan activities and by using more supporting documentation to highlight children's learning achievement. This is intended to enable managers to identify even further where progress can be improved. In order to support this development additional staff training has been planned. This demonstrates that the management are committed to developing the professional skills and qualifications of the staff to raise outcomes for children. They successfully use appraisals and review systems to seek staff views and assess performance. This proactive approach helps to make sure that children benefit from continually improving provision.

Self-evaluation arrangements are strong and take account of the opinions of staff, children and parents. The management clearly identify areas for improvement, which they prioritise and address through a whole team approach. The nursery places a high importance on strengthening their partnerships with parents. The partnerships they have built so far are positive and contribute to children's good progress. Feedback from parents is highly positive and they comment that they feel their children enjoy attending the nursery. The nursery has recently sent out parent surveys and has introduced regular newsletters to actively seek parental engagement. They also make use of a 'wow' achievement tree and 'family partnership' book to gain parental input into the nursery. The management are continually developing partnerships with other professionals, such as speech and language therapists, the local authority advisory teacher, local nurseries and schools. They understand the importance of these relationships to fully promote children's continuity of learning. This also ensures that all children have access to the relevant help and support services they need to be able to make good progress.

### **The Childcare Register**

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY475659
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	968424
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	37
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Blue Bell Woods Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0

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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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