

Bumble Bees Nursery

Jubilee House, 655 Auckland Drive, Birmingham B36 0SN



Inspection date	8 January 2019
Previous inspection date	17 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the last inspection, managers have worked hard to improve teaching practice. The nursery is well organised. The premises are clean, tidy and secure. Staff make use of a range of records, documents and policies which support their practice. Children's safety, welfare and learning are promoted at a good level.
- Staff are welcoming, warm and friendly. They get to know children and their families well on entry and help them to settle in. Children quickly become familiar with their surroundings and build positive relationships with staff. Overall, parents are happy with the service and comment positively about the care provided.
- The environment is bright, stimulating and well resourced. Staff ensure children have access to a broad range of experiences. Children are motivated learners who are always busy engaging with varied resources, toys and equipment.
- Overall, teaching is good. Staff routinely observe children and make accurate assessments of their development so far. They identify the key next steps in children's learning and plan weekly activities that take account of their age, stage and interests. This means all children progress well from where they started.
- The nursery special educational needs coordinators are knowledgeable, and they work in close partnership with relevant professionals. Therefore, children with special educational needs and/or disabilities benefit from targeted support. This means no child falls unnecessarily behind and they begin to catch up to their peers.
- Staff find out about children backgrounds and home lives. They value children's differences and they help them learn about different cultures' festivals and celebratory events. This helps to foster acceptance and tolerance.
- Managers do not make the best use of the newly created systems that help to monitor activities, teaching and children's progress. There is scope to expand these further to help promote outcomes for all children at a consistently outstanding level.
- Staff do not always regularly share detailed two-way information about children's learning and development with parents. Therefore, children do not benefit from excellent continuity between all those involved in their education.

What the setting needs to do to improve further

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

- expand and make the best use of the newly created monitoring systems for overseeing activities, teaching and children's progress to help promote outcomes for all children at a consistently outstanding level
- share detailed two-way information about children's learning and development more regularly with parents to help foster excellent continuity between all those involved in their education.

Inspection activities

- The inspector observed the quality of teaching during activities indoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the acting manager of the nursery.
- The inspector spoke to staff and held a meeting with the provider and acting nursery manager.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Managers implement rigorous recruitment processes and all new staff benefit from comprehensive induction. Managers and staff have good knowledge of child protection issues. They are alert to different possible indicators of child abuse or neglect. This helps to protect children from potential harm. The majority of staff are well qualified. Managers observe staff's practice and meet with them on a regular basis to discuss their performance and training needs. Staff benefit from professional development opportunities that help them to continually upskill. Overall, managers make good use of self-evaluation to reflect on the quality of the nursery and set clear targets for future development.

Quality of teaching, learning and assessment is good

Staff confidently use what they know about children's abilities to help extend their learning through a good balance of adult-led and child-initiated play. For example, children benefit from a range of creative activities. Babies enjoy freely drawing with crayons and staff help them to make marks with paint using different colours. Toddlers like choosing drawing with pencils and making models using play dough. Staff support them to create self-portrait collages using craft materials. Pre-school children delight in self-chosen role-play games in the home corner. Staff also encourage them to paint colourful planets on paper and make alien collages out of the materials they provide. Therefore, overall, the curriculum is good. Children have access to a broad range of activities that help to foster good progress.

Personal development, behaviour and welfare are good

Staff promote children's physical and emotional well-being effectively. Staff provide children with healthy snacks and optional nutritious main meals. They also give parents healthy eating guidance about any foods they provide. Staff encourage children to take exercise through a range of indoor and outdoor physical activities. Staff are sensitive to babies' and toddlers' care needs and they ensure children adopt good hygiene routines throughout the day. Staff help children to create and adhere to the nursery rules. They encourage children to be polite and treat each other, their teachers and the environment with respect. Children respond well to staff and behave well.

Outcomes for children are good

Children gain all the key skills they need for the next stage of their learning and the eventual move on to school, including those in receipt of funded education. For example, children are confident and independent. They begin to make choices about what they want to do and manage their own care needs from a young age. Children develop good communication and literacy skills. For example, babies enjoy sharing stories with their teachers. Toddlers delight in whole-group language sessions where they explore words, sounds and rhymes. Pre-school children delight in looking at books more independently and joining in with whole-group singing time. Pre-school children also develop good mathematical skills. For example, they competently count objects and solve simple number problems through everyday activities.

Setting details

Unique reference number	EY538557
Local authority	Solihull
Inspection number	10086406
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	80
Number of children on roll	62
Name of registered person	Burns, Stuart James
Registered person unique reference number	RP907995
Date of previous inspection	17 April 2018
Telephone number	0121 314 2010

Bumble Bees Nursery registered in 2016 and is located in Birmingham. The nursery employs 10 members of childcare staff, seven of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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