

# Bluebell Hill Children's Nursery

Seaville Drive, Eastbourne, East Sussex, BN23 6LJ

<b>Inspection date</b>	18/09/2013
Previous inspection date	14/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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**

- Leaders and managers set inspirational standards and provide exemplary support to staff to maintain their high standards.
- Children thrive in exemplary learning environments where they can be independent active learners.
- Children gain excellent communication skills because staff are highly skilled at supporting children's language and self-expression.
- Staff build excellent relationships with parents and are very considerate of the whole families' needs.
- Staff are highly skilled at supporting children's critical thinking and problem solving, which means that children show exceptionally mature behaviour.

## 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.

## Inspection activities

- The inspector observed children at play in each of the playrooms and in each of the garden areas.
- The inspector talked with staff about children's development and their own understanding of the policies and procedures.
- The inspector and manager carried out a joint observation.
- The inspector sampled a range of documentation.

## Inspector

Susan McCourt

## Full Report

### Information about the setting

Bluebell Hill Children's Nursery is one of three nurseries run by Chantry Childcare Ltd. It opened in 2007 and operates from a converted house in the St. Anthony's area of Eastbourne, East Sussex. The nursery is open each weekday from 7am to 6pm for 51 weeks of the year. Children have access to an enclosed outdoor play area. The nursery is registered on the Early Years register. There are currently 99 children in the early years age group on roll. The setting receives nursery education funding for children aged two, three and four. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language. There is a staff team of 16. All staff have an appropriate early years qualification and the manager has Early Years Professional status.

### What the setting needs to do to improve further

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

- enhance outdoor play equipment for children under the age of two, to fully challenge children's physical skills in this area.

### Inspection judgements

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

Staff have an exceptional knowledge and understanding of how to support children's learning and development. They provide an excellent range of interesting and challenging activities across the whole curriculum and children are consistently engaged in high quality, independent play. Staff have highly effective methods of observing children's interests and attainments and planning to support children's next steps in learning. As a result, they make exceptional progress through the Early Years Foundation Stage given their starting points and capabilities.

Staff have excellent teaching skills. They expertly support children's communication and language skills by providing a language-rich environment. Children of all ages consistently hear staff describing, commenting and narrating children's play. This gives them a wide vocabulary and gives them lots of opportunities to consolidate and build on what they are doing. Babies join in excitedly with familiar songs and benefit from staff's use of sign language to join in with actions and rhythmic movement. Staff working with younger children speak clearly in short sentences which enables children's learning. Staff challenge older children with thought-provoking questions about how to express what they need. For example, staff ask children who are becoming frustrated to describe what it is they

want, and support them in expressing it. This provides highly effective support to children use language purposefully. Children with communication difficulties are enabled to make choices and participate fully by using cards and labels which denote songs and activities. Children can use these to show staff what they want to do, and they can be full participants in decision-making as a result. Staff are very also skilled in promoting children's problem-solving skills. For example, they ask children to think about what equipment they need to help them with a job, such as timing each other's turns with toys.

Staff are very skilled at supporting child-initiated play to create lengthy investigative activities such as hunting for bugs in the garden. Role play areas are extremely well-resourced to support children in developing their ideas. For example, toddlers use the toy hammers from the construction role play to 'mend' a label that fell onto the floor. This extends to rhythmic tapping on different surfaces such as metal, wood and plastic to explore the sounds. Children develop strong mathematical skills when they see that number is included in all the role play areas. Staff also use practical activities such as laying the tables to support children's strong counting and calculation skills, enabling children to see if they have enough, or to work out how many more they might need.

Staff have excellent systems for observing and evaluating children's activities. By examining what children have learned each day, staff can plan for the next day to extend children's interests and exploration. This builds immediately on children's skills and helps them to make rapid progress. Staff frequently update the children's tracking records which means they can quickly see where any gaps in achievement may lie and address them. Staff meet with parents twice a year for parents' evenings, and parents know that they can ask for further information at any time. Parents' comments about children's achievements at home are included in the learning journals. This creates a very strong partnership and promotes many shared learning experiences which underpin children's excellent progress.

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

Staff implement a very effective key person system which fully supports children's security and sense of belonging. Each key person has a buddy so that whenever a child is in the nursery, they have someone with them who knows them very well. Parents can have as many settling-in visits as they need to be confident that their child is secure and settled. When children move on to the next age group's room, the key person works closely with the parent to make sure the child is developmentally ready and settled. They also organise a time to meet with the new key person. On occasion, staff move between rooms to provide extra support to those children and ensure they are well settled. Staff are very familiar with the babies' routines and can anticipate their needs. This keeps babies happy and contented. As children feel very safe, they are able to explore and learn very effectively.

Staff provide excellent learning environments for children to explore and be independent. A very wide variety of resources means that children of all ages can play for extended periods. Children enjoy sensory and heuristic play which is very open-ended and can be

adapted to the child's own interests. The outdoor play environments are well-resourced, so that children who like to play outside a lot can still be challenged across the whole curriculum. However, staff do not always make the very most of the under-twos' outdoor play area, to fully extend these children's climbing and balancing skills in all possible ways.

Children benefit from excellent opportunities to learn about healthy lifestyles. They enjoy balanced and nutritious meals and snacks, and learn self-care skills as they serve themselves and pour their own drinks. Children adopt very good hygiene habits as the staff have well-established routines. Children's overall physical development is supported extremely well. Children can move freely between the indoor and outdoor play areas so they spend plenty of time in the fresh air every day. Staff have wet weather gear available for children so they can play outside all year round. For example, children add paint to puddles and jump in and out, making footprints and seeing how the ride-on toys make different tracks. Children have exemplary opportunities to develop their small muscle skills as they manipulate small objects. This promotes their excellent early writing skills.

Children are exceptionally well-behaved. They understand how to play cooperatively and think about the best ways to share popular toys and equipment. They are assertive and express themselves confidently and clearly. For example, when a child is jumping near a table and causing things to fall off, their friend quickly tells them that this is stopping them from playing. This maturity of language and expression means that children have excellent skills in managing their own and their friend's behaviour. Children enjoy taking responsibility for tasks such as laying the tables and handing out cups. They work together to make sure everyone has what they need before settling to eat. Children going on to school have excellent skills in self-care and are very confident and proud of their progress. This supports them in making the move to school smoothly and positively.

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

This leaders and managers are inspirational in their knowledge and understanding of how to promote the safeguarding and welfare requirements. This inspection was triggered by their notifying Ofsted of an incident. Nursery staff responded immediately and followed their procedures in a robust and thorough way. This meant that the matter was dealt with in a professional manner and demonstrated that the nursery maintains a very high standard and that no children were at risk of harm. Risk assessments are in place and use throughout the building to provide a very safe environment for children.

Staff maintain their exemplary knowledge of child protection procedures through regular training and reviews of the comprehensive policy. As a result, they have an in-depth knowledge of how to respond should they have concerns about the welfare of a child. Staff carry out frequent safety checks in the nursery which gives children excellent support for their well-being. Leaders and managers have a robust recruitment process and ensure that they have checked everyone's suitability to work with children. A rigorous induction and probationary period means that managers set a high standard and support staff to understand and maintain it. Managers are ambitious for the staff and have a variety of

systems to encourage and support their ongoing professional development. Staff are empowered to manage their own rooms and pursue their own ideas. This builds their skills and professionalism. For example, managers set staff a challenge to develop their respective role play areas. As a result, each room has an excellent, well-resourced role play area which gives children exemplary play opportunities. Leaders and managers frequently review the planning and assessments that staff undertake. This enables them to analyse and identify any issues in children's development or staff skills. Regular supervision and appraisal reviews support staff to address any issues as they arise. As a result, the nursery staff maintain an exemplary standard and help all children to achieve beyond their expectations. All staff continuously evaluate their work and involve parents and children in the process. Action plans are closely tracked which helps to ensure that all plans are completed in a timely way. As a result, the nursery staff demonstrate an outstanding capacity for continuous improvement.

Parents speak very highly of the care and education their children receive. They value the careful settling-in process and greatly appreciate staff's consideration when children move on to the next age group. Parents comment on the excellent communication skills their children have gained and know that they are confident to move on to school. Staff strive to build and maintain excellent relationships with parents and are very thoughtful when considering how to meet the families' needs. For example, knowing that parents are very busy, they give a wide range of opportunities to contribute 'good news' moments. Staff also ask new parents what they hope for when their child attends the nursery. Knowing the parents' aims helps staff to shape the day to day feedback as well as the long term aims of the nursery. Similarly, the staff have excellent partnerships with schools and other professionals who may be involved with the children's care. Staff can quickly call on colleagues in the local authority if they are concerned that a child may have additional needs. This helps them to get the right help as soon as possible and means that children enjoy excellent consistency of care.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

<b>Unique reference number</b>	EY363614
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	932096
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	62
<b>Number of children on roll</b>	99
<b>Name of provider</b>	Chantry Childcare Ltd
<b>Date of previous inspection</b>	14/09/2011
<b>Telephone number</b>	01323 724017

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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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