

## Inspection date

Previous inspection date

31 May 2016

8 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the 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

- Teaching is good. Staff understand how young babies and children learn, and they effectively build on their interests and enthusiasm for learning. Children's development is regularly assessed by staff who provide a variety of interesting activities for children.
- Babies and children develop good communication and language skills and they are confident in expressing their needs and ideas.
- Staff work effectively with parents and other professionals to ensure that information is shared using a variety of methods. This helps everyone to be able to consistently support children's care, learning and development.
- The management team is proactive in seeking feedback on their practice, including obtaining the views of parents and children to assist their own evaluations. They effectively identify staff training needs, and provide mentorship, to improve outcomes for children. Children acquire the skills they need to be ready for school.
- Staff teach children about their local community and take them to explore the local area. This helps children to learn about the wider world and supports them to make good progress in their learning and development.

### It is not yet outstanding because:

- Systems for evaluating staff performance are not always incisive in identifying the impact of staff's practice, to ensure teaching is highly effective and improving rapidly.
- Staff do not always have very high expectations of what each child can do, particularly when promoting self-help skills during snack routines.

## What the setting needs to do to improve further

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

- strengthen systems for monitoring staff performance, by an incisive evaluation of the impact of staff's practice, to ensure teaching is highly effective and improving rapidly
- review the ways in which younger children's self-help skills are promoted during snack routines, to support their growing achievements more appropriately and effectively, so that all children make rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on babies and children's learning.
- The inspector observed activities in the baby and toddler room and the holiday club. She talked with the area manager, manager, her staff and children at appropriate times throughout the inspection.
- The inspector observed a sensory activity and jointly evaluated this with the manager.
- The inspector looked at a range of documentation, including, policies, evidence of the suitability of staff, observation and assessment documentation, and the safeguarding procedures.
- The inspector took account of the views of parents spoken to during the inspection and as provided in documentation.

### Inspector

Patricia Pickens

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager has a good knowledge and understanding of safeguarding policies and procedures, and she is aware of her responsibility in this respect. She successfully monitors her educational programmes to ensure that children continue to make good progress. The manager takes into account the views of staff, children and parents to reflect on the quality of her provision, aspiring to consistently raise outcomes for children. The manager and staff work effectively in partnership with parents. They use innovative methods to assess children, involving parents in the process. The manager monitors staff performance and training, in order to improve the quality of teaching and learning for children. However, this is not yet sharply focused enough for all staff, to ensure teaching is highly effective and improving rapidly.

### Quality of teaching, learning and assessment is good

Staff assess children regularly to plan for children's individual abilities during play activities. However, staff do not always encourage children to develop their self-help skills during daily routines, particularly in the way they organise and manage snack routines. Consequently, children do not make rapid progress in all areas of their development. There are excellent opportunities for babies and children to extend their language development during learning experiences and activities. Staff offer high-quality information about children's learning to parents. This enables parents to extend their children's learning at home. Babies explore a stimulating environment with confidence, and they choose accessible play materials. They enjoy painting and digging enthusiastically with sand. Children learn mathematical concepts during circle time. For example, counting and recognising numbers, colours and shapes. Staff model language effectively, they praise children and allow time for them to respond. They organise activities to allow children to concentrate and develop critical thinking. Adults provide a calm environment and children demonstrate that they feel safe, have fun and are acquiring the skills needed for their next steps in learning.

### Personal development, behaviour and welfare are good

Children settle well and build positive, affectionate relationships with the adults who care for them. Children have time to talk and be listened to, and learn how to be respectful and kind. Staff encourage children to eat healthily at lunchtime and talk to them about healthy choices. Staff are good role models as they are happy, calm and kind towards children. They manage children's behaviour positively by using praise and encouragement. All adults who work with children are consistent in their approach. As a result, children's behaviour is good. Children enjoy daily opportunities for exercise in the garden, and regular use of the extended school grounds, to promote their health and well-being.

### Outcomes for children are good

Children develop confidence and an enthusiasm for learning, in this welcoming and friendly nursery. They build positive relationships with older children from the holiday club. They are well prepared for the next stage in their learning, including the move on to school.

## Setting details

<b>Unique reference number</b>	EY264757
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1028518
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 14
<b>Total number of places</b>	42
<b>Number of children on roll</b>	140
<b>Name of registered person</b>	Hazles Farm Child Care Limited
<b>Registered person unique reference number</b>	RP911217
<b>Date of previous inspection</b>	8 May 2013
<b>Telephone number</b>	01743 233777

Bluebell Nursery was registered in 2003, in Shrewsbury, Shropshire and is one of four nurseries privately owned by Hazlesfarm Childcare Limited. It operates Monday to Friday 7.30am to 6pm, all year round. An out-of-school club and holiday club are also provided. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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