

# Bouncing Beans Childrens Nursery

Inspection report for early years provision

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**Unique reference number** 253958  
**Inspection date** 10/02/2010  
**Inspector** Lesley Gadd

**Setting address** 197 Norwich Road, Wymondham, Norfolk, NR18 0SJ

**Telephone number** 01953857311

**Email**

**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*.

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## Description of the setting

Bouncing Bean's Nursery is privately owned and opened in the year 2000. It operates from a converted accessible chalet bungalow in a residential area of Wymondham, in Norfolk. There is an enclosed outside play area and parking to the rear of the premises. The setting is open Monday to Friday for 48 weeks of the year for a variety of sessions between 8.30am and 6.00pm. The setting offers sessions at the nursery from 8.30am until 1.00pm, 1.00pm until 4.30pm and a Beanie club from 4.30pm until 6.00pm.

The nursery is registered on the Early Years Register. A maximum of 27 children may attend at any one time. There are currently 88 children aged from 18 months to four years on roll who attend a variety of nursery sessions throughout the week. The setting is in receipt of government funding for early education for 33 children. The setting welcomes children with special needs and/or disabilities and children with English as an additional language. Some links have been developed with other early years providers.

There are 14 members of staff in total, including support staff, most of whom hold appropriate early years qualifications. The nursery receives professional advice and support from a local authority link teacher and the setting is a member of the National Day Nursery Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at this welcoming, friendly nursery. They enjoy a wide variety of activities which help them to develop and learning is well supported overall. Excellent arrangements are in place to ensure children's safety and their health is securely promoted. The nursery is starting to make links with other settings the children attend and they enjoy exceptionally close partnerships with parents to ensure children's individual care needs are actively met. The management team show a clear understanding of their strengths and areas for development and strive for continuous improvement.

## What steps need to be taken to improve provision further?

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

- review daily routines to make sure there is time and space for children to concentrate on activities and follow their own lines of enquiry in their learning
- increase opportunities for children to extend their thinking through the consistent use of open questions by staff and make full use of the outdoor environment to be physically active when needed
- strengthen links with other settings the children attend to regularly share the children's learning and development records.

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

Children are very safe and secure at this setting. Detailed safety assessments are completed with regard to the indoor, outdoor environment and any outing venues are checked before children attend to ensure they are suitable and risks to children are actively minimised. The nursery facilities are welcoming but security is excellent and children are only allowed to go home with those people included on the registration forms by parents. Everyone working directly in the nursery and in a supporting role, are vetted to ensure their suitability to be around children and families. The setting has a clear strategy to actively involve and support children in developing their own awareness regarding safety matters, to ensure they are well prepared for future independence. They know that scissors are sharp and must be used sensibly, children learn how to evacuate in the event of a fire and much older children talk about road safety. The setting have a secure understanding about their safeguarding responsibilities towards young children. Staff have an up to date awareness of the possible signs of child abuse and the clear, accessible written procedures, displayed for parents, can be quickly followed, at any point during the nursery opening hours, to ensure children are protected.

A clear vision from the registered person and manager alongside a strong commitment to reflective practice from the deputy and staff team ensures the setting has high expectations for children's learning and care. Parents and children are regularly asked for their views to support evaluation of the service which helps to secure ongoing improvements. The nursery's staff team are suitably qualified and actively encouraged to undertake ongoing training to ensure their skills remain up to date to further enhance children's play experiences.

The setting has an excellent, inclusive and sensitive approach to partnerships with parents which fully promotes the care and learning of the children. Parents' views about their children's needs are actively respected with regard to eating, resting and development opportunities. All documentation is accurate and clear, providing reassurance to parents about their children's welfare and demonstrating that the setting has a robust understanding of their responsibilities under the Early Years Foundation Stage for the safe management and wellbeing of the children. Children's learning and care are discussed regularly with parents and carers to facilitate their development. Parents' speak very positively about their children's experience at the setting including the fact that children are 'very happy', 'enjoy lots of exciting activities', 'develop really well' and they as parents feel 'very welcomed' with 'a personal greeting on arrival' making 'it easy to communicate with the nursery'. Older children say they love the 'toys' and children who come to collect siblings remember their time at nursery as the 'best place they have been'. The nursery has started to make links with other settings the children attend, however, these are not entirely effective in actively supporting children's development in every arena they attend. Children with additional needs are welcomed and the setting has clear procedures in place to ensure that services are accessed, with parental consent, to support children and ensure they reach their full potential.

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

Children make good progress in their learning and development. Staff undertake observations to identify children's skills and plan an interesting range of activities utilising children's interests, such as 'trains' and a recent fascination with snow. As a result of this approach children enthusiastically embrace the play opportunities provided and enjoy themselves and achieve. Children's basic skills are good. They are provided with opportunities to gain confidence with technology, know their numbers and older children can recognise shapes and letters. All children communicate well, being keen to engage and talk about their pets, parties and new boots. Younger children are actively encouraged to vocalise and they start early to use language as a form of communication. However, as a result of set routines for refreshments and toileting that interrupt the daily schedule, at times children do not enjoy the time and space to concentrate on activities and follow their own lines of enquiry in their learning. Children have warm, nurturing working relationships with staff who are appropriately affectionate towards the children. As a result, children show high levels of confidence at the setting, with older children being keen to say goodbye to parents and bound into play with their friends. Staff are attentive and sit alongside children to support their play and discovery. Younger children are making connections in their play as they work out how to operate the trains, however, particularly during routine activities such as refreshments, staff ask too few open questions which reduces opportunities for children to extend their thinking and knowledge.

Children make full use of the accessible, inviting resources which are clean and of a good quality. This promotes children's independence and self help skills as they select toys for play and put their shoes on for outdoor activities. Messy play activities are enthusiastically enjoyed by the children and provide opportunities for creativity and exploration. Natural resources are examined by the children who experiment with water, paint, sand and a range of craft materials. This stimulates their senses and develops their knowledge about different materials. Older children are keen to use a range of implements to make marks on paper and show an interest in the written words around the setting, including their names.

Children are considerate and developing a strong understanding about others and the wider world to foster their future tolerance of difference. All children, regardless of age, gender or ability, are included in events and the setting ensures children are surrounded by positive imagery of wider society and celebrate world festivals. Children learn about keeping healthy as they eat nutritious meals, snacks and exercise daily outside, rolling hoops and climbing to the top of the slide, building their muscle strength and physical capabilities. However, at times children do not access the outdoor environment when needed and they become exuberant in their play. Younger children are able to rest in comfort and safety when they need to conserve their energy and promote their bodies growth.

Children are very well behaved as the staff are attentive, praise the children frequently and set a clear boundary regarding acceptable behaviour for children

who are temporarily unkind or destructive as part of their expected development stage. Children quickly learn right from wrong and even younger children are sociable and caring towards others.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 2 |
| 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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