

Inspection of Bumble Bells - The Happiness Project Childcare

Greenwood Centre, 4 High Street, Green Street Green, Orpington BR6 6BQ

Inspection date:

8 April 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are content and enjoy their time at the nursery. Staff greet children warmly and support them to settle, which supports children to feel emotionally secure. Children confidently find their peg to hang up their coats and settle to activities provided. Children are supported to manage their behaviour and to consider the impact of their behaviour on others. For example, staff have gentle discussions with children about using toys safely so that others do not get hurt.

Older children play cooperatively as they work together to build a shared model out of construction and navigate where pieces can go. Staff provide younger children with close support and engage in their play. Babies enjoy the repetition of familiar games, such as using posting boxes, and staff use opportunities to teach children animal names. Babies enthusiastically respond and join in imitating the sounds that animals make.

Although the staff team is new, it gets to know the children and has some aims for children's future learning. However, insufficient consideration is given by staff to what children need to learn and why. Although children make some progress in their development, the curriculum planning and teaching are not focused enough to help them make the progress they are capable of.

What does the early years setting do well and what does it need to do better?

- Leaders are focusing on establishing a more stable staff team. They recognise the importance of this to secure future improvements and to provide more consistency in children's care. However, the key-person arrangements are not always effective. At times, there is insufficient oversight of children, which means children do not always receive consistency in their care.
- Following recent notified incidents, leaders have implemented additional procedures to improve children's safety. This has included reviewing risk assessment arrangements and providing additional training for staff. Although positive steps have been taken to minimise the risk of further incidents, the new arrangements are yet to be embedded.
- The curriculum provided is not targeted enough on providing children with a wide range of meaningful learning experiences. There is a lack of challenge for the older and most able children, particularly with their large physical development. Children are not provided with sufficient opportunities to develop their gross motor skills and coordination. There are extended periods of time when younger children play with limited resources and do not have sufficient opportunities to explore using their senses.
- Staff liaise closely with parents and other professionals to support children with special educational needs and/or disabilities. Staff link with other settings that

children attend to provide consistency in children's care and learning.

- Staff support children to understand the routines through songs and rhymes. Children help to tidy up resources when the 'tidy up' song is sung. They put things back in boxes and know to place them on the shelves. This supports them to care for their environment. Children generally behave well because they know what staff expect of them, such as using 'kind hands' and 'walking feet'.
- All children have opportunities to listen to stories, which supports their language and communication. Babies sit with staff to look at picture books, and staff reinforce key words and phrases. Story time for older children provides some opportunities for children to share their own experiences. However, story sessions are not always planned well enough to ensure that all children remain engaged.
- Children benefit from a range of nutritious meals and snacks to support their good health. Older children confidently serve their own meal, which supports their independence in preparation for their move on to school. Staff ensure that children wash their hands prior to eating to support effective hygiene routines.
- Parents provide positive feedback about the setting. They say that staff are friendly and caring and have supported their children to settle. Parents like the feedback they receive about children's progress via the nursery app, and they enjoy receiving photos of children's experiences.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
develop the key-person system to ensure that every child's care is tailored to meet their individual needs	23/05/2025
ensure staff plan and implement an effective curriculum which provides all children with sufficient challenge to meet their learning needs and enables them to make consistently good progress.	23/05/2025

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

- embed the revised risk assessment arrangements to ensure that children's safety is consistently assured.

Setting details

Unique reference number	2766824
Local authority	Bromley
Inspection number	10390636
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	20
Name of registered person	Bumble Bells Ltd
Registered person unique reference number	2766825
Telephone number	07739369741
Date of previous inspection	Not applicable

Information about this early years setting

Bumble Bells - The Happiness Project Childcare registered in 2024. The nursery is located in Green Street Green, within the London Borough of Bromley. The nursery employs six members of staff. Three staff hold appropriate childcare qualifications from levels 3 to 6. The nursery is open Monday to Friday, from 7.30am to 6.30pm, for 50 weeks a year. The nursery provides funded early education for children.

Information about this inspection

Inspector

Laura Brewer

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The provider and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector held discussions with the provider and staff and gained feedback from parents.
- The deputy manager and the inspector carried out a joint observation in the over-twos' unit.
- Children spoke to the inspector about what they like doing while they are at the nursery.
- The inspector sampled some of the nursery's documentation, including risk assessment arrangements and evidence of how staff suitability has been assessed.

We carried out this inspection 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.

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