

Inspection of MW and H Ltd t/a Bluebell Pre-school

ORPEN MEMORIAL HALL, Lexden Road, Colchester CO6 3BW

Inspection date: 16 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff offer children a warm welcome into this nurturing and caring pre-school. Children are happy and settle well. New children receive close and sensitive support from their key person to help them to feel safe and secure. Leaders offer home visits to new children. This enables them to start building relationships and gather information about children's home lives. They use this information well to precisely plan and implement what children need to learn next, enabling all children to make good progress.

Children benefit from outings in the community, such as walks to the 'wooden wonderland', where they learn about environmental changes and increase their awareness of the wider world. Staff support children to be independent individuals. Children change into their wellington boots before playing outdoors and are beginning to manage their own personal needs. They use small tools to peel and cut fruit and vegetables. Staff encourage children to taste these and introduce them to words such as 'citrus' and 'sour' as they suck the juice from a lemon. Children are imaginative. They pretend to make soup in the mud kitchen. Staff model expected behaviour. They regularly talk to children about how they are feeling and build on their emotional literacy. Children take turns to fulfil the role of special helper of the day. This helps to increase their self-esteem and respect for others as they complete appropriate responsibilities.

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

- Leaders and the staff team have a clear intent for the ambitious and well-sequenced curriculum that is tailored to reflect the needs of each child. Staff know the children very well. They make the best possible use of children's experiences out of the pre-school to help extend and embed new knowledge. Regular assessments and observations ensure that children's progress is stringently monitored.
- Children with special educational needs/and or disabilities make good progress from their starting points. Staff form strong partnerships with other professionals and use strategies such as a visual routine and language boards to support children's understanding and enable them to express their needs. Any additional funding the pre-school receives is used to support children's individual needs.
- Children have plenty of opportunities to lead their own play. Alongside this, staff plan a range of focused adult-led activities. Overall, they use these well to help children to learn and remember more. However, at times, staff do not adapt their teaching to meet the individual needs of children, some of whom find it difficult to remain engaged and fully participate. Leaders have not considered incorporating this teaching within children's play to fully focus their attention and engagement.

- Relationships with parents are strong. They have many opportunities to engage with the pre-school and share experiences with other parents at organised coffee mornings. Staff keep parents fully informed of their child's achievements using a range of methods to ensure they reach every parent. They also provide ideas to aid learning at home. Parents comment how they and their children have built fantastic relationships with the whole staff team. They value how staff show a genuine interest in and understand changes in children's lives, while providing a warm, loving environment where children are excited to attend.
- Staff plan activities that support children's inquisitive minds. For example, they introduce children to mathematical concepts such as weight and quantities. Children handle a range of different objects and decide if they feel heavy or light. They predict which objects will sink to the bottom of a large, clear container filled with water. However, in other activities, staff do not always provide children with enough time to solve problems themselves.
- Staff support children to be respectful individuals. They calmly remind children of the setting's golden rules and actively help them to build friendships, such as encouraging them to hold hands during the actions to a familiar song.
- Children enjoy the freedom to choose when they would like to play outdoors. They negotiate large apparatus during regular visits to the local park. Children acquire essential core strength to develop good balance, posture and coordination throughout their play.
- Leaders work closely with staff to support their ongoing professional development. They frequently observe staff practice and swiftly identify any areas for improvement and provide guidance when needed. All staff have good opportunities to complete training. New knowledge and skills are shared with the whole team to ensure a consistent approach. Recent training has enhanced staff knowledge of how to increase children's confidence.

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

- review the organisation of adult-led group activities to fully support children's participation
- allow children more time to think and develop their problem-solving skills.

Setting details

Unique reference number	EY472841
Local authority	Essex
Inspection number	10373399
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	51
Number of children on roll	90
Name of registered person	MW and H Ltd
Registered person unique reference number	RP533311
Telephone number	07969510120
Date of previous inspection	8 July 2019

Information about this early years setting

Bluebell Pre-School originally registered in 1969 and re-registered under a new legal status in 2013. The pre-school is open from 8am until 3pm, Monday to Friday, term time only. It employs 14 members of staff, all of whom hold relevant childcare qualifications at level 2 or above. The pre-school provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- The inspector and manager completed a learning walk across all the areas of the pre-school to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the deputy manager and the inspector.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents and grandparents spoken to on the day, and through their written feedback.

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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