

Inspection of Bluebell Day Care Ltd

Bluebell Day Nursery, Caxton End, Eltisley, St. Neots, Cambridgeshire PE19 6TL

Inspection date:

25 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this nursery. Staff take time to gather detailed information about each child and their family. They build on this partnership with parents from the start to understand each child's lived experience. This informs how staff plan and adapt their approach to enable all children to benefit from the high-quality care and learning they consistently provide. Children form strong bonds with staff, frequently seeking them out to share their discoveries and achievements as well as feeling safe and secure to seek reassurance should they need it. Children build high levels of self-esteem. Staff show the utmost respect towards children, consistently seeking consent before helping with hygiene routines. They sensitively help children to learn about their emotions and build strategies that help them gain self-awareness to learn to self-regulate.

Staff provide a variety of opportunities that help children to develop and practise their physical skills. Babies have plenty of space and encouragement to gain confidence to crawl, stand and start to step. Older children are active. They dance, run and crouch outside to observe any insects under tree logs. Staff skilfully encourage children to practise balancing as they pretend to be pirates walking the plank. They weave learning into children's chosen activities. For instance, staff provide structure to children's enjoyment to run by suggesting games to play, such as 'What's the time, Mr. Wolf?' They help children to count securely, demonstrating how to assign numbers in sequence to each step they take.

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

- The provider has established a clear curriculum that is extremely well embedded with staff to help children build on what they know and can do. Staff have the interests of children at the heart of all they do and are ambitious for children to achieve their best.
- Leaders are extremely knowledgeable about child development and continually review and reflect on practice, astutely identifying where to improve further. They ensure that staff receive regular and meaningful coaching and training that helps them fulfil the curriculum aims. Staff say that they thoroughly enjoy working at the nursery and feel valued and supported to continue to develop their knowledge and skills.
- Staff know children exceedingly well. They formally assess children's progress termly but know the nuances of progress children make daily. They skilfully adapt planning to reflect children's emerging and changing interests to successfully engage and motivate children to learn.
- Staff provide children with clear and consistent boundaries that help children understand what is expected of them. Children learn to share, take turns and consider the impact of their actions on their friends. They show empathy

towards each other, offering cuddles if a peer trips over. Staff sensitively help children to resolve minor conflicts, such as by modelling how to take turns or asking questions that help children reflect and make different choices.

- Parents are extremely positive about their children's experiences at the nursery. They say that communication about all things, and especially their child's progress, is excellent. Parents say that they recommend the nursery to other parents.
- Children with special education needs and/or disabilities (SEND) are very well supported. Staff work well with parents and professionals to understand how best to tailor and adapt the provision to meet children's specific needs and deliver targeted interventions.
- With children's well-being a priority, staff ensure that changes for all children are carefully planned and implemented. Staff provide examples of school uniform for children to use in role play and arrange for Reception Year teachers to visit children in the nursery before they start school. Staff have strong links with the host school and liaise with teachers to help children gain the key skills they need for the next steps in their education.
- Leaders ensure that any additional funding children may receive is used in a considered way and in consultation with parents.
- Staff read books to children throughout the day, as part of the routine and at children's request. Children listen well, showing high levels of attention. During play, they show what they have remembered and often repeat words and phrases from the stories. Children practise hand-eye coordination as they use spoons to fill bowls with oats as they re-enact parts of the story 'Goldilocks and the Three Bears'.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2503341
Local authority	Cambridgeshire
Inspection number	10399662
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	35
Number of children on roll	29
Name of registered person	Bluebell Day Care Ltd
Registered person unique reference number	2503340
Telephone number	01480880667
Date of previous inspection	10 December 2019

Information about this early years setting

Bluebell Day Care Ltd registered in 2018. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides government-funded early education for all eligible children.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- The 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 children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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