

Inspection of Bell Day Nursery Community Interest Company

Bell Day Nursery, Peaslands Road, SAFFRON WALDEN, Essex CB11 3ED

Inspection date: 10 June 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children truly flourish and thrive in this home-from-home nursery. They settle extremely well and form strong, loving bonds with staff. Even the youngest of children are familiar with the routines. Babies excitedly toddle over when they hear that circle time is beginning. Children excitedly run over to staff, who greet them with such happiness and love. Staff are excellent role models. They always model kindness and respect to each other as well as the children. This has an exceptionally positive impact on the children and the overall culture of the nursery. Staff set clear and well-thought-out boundaries for children. Children know exactly what is expected of them and are impeccably behaved. They learn to negotiate with each other and develop high levels of empathy and self-control. Staff create engaging strategies to help children understand how to be kind and courteous to others. For example, when walking past the baby room, the children all join in a whispering song, 'the babies are asleep, shh shh shh'.

Staff promote communication and language exceptionally well. Children learn high levels of listening and attention skills because of the staff's skilful interactions. Children thoroughly enjoy making 'loud' and 'quiet' sounds with their musical instruments. Even the youngest of children learn to wait and keep their instruments still and listen intently to instructions from staff. Staff skilfully incorporate new words and other forms of communication throughout all activities, such as whispering, singing and narrating play alongside babies. Children excitedly talk about their 'sound walk' and the different sounds they will be listening out for. For example, they think they might hear woodpeckers and discuss what they sound like and the types of food that they eat. Children experience a rich curriculum that allows them to experience places in their local community. Children go on daily outings to places such as the local farm market, library and care homes. The outings are carefully based around children's current interests, giving real-life context to their learning.

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

- Leaders have an excellent understanding of their nursery and the local community they serve. They are truly committed to providing the best possible care and education for all children. Consequently, all children make excellent progress.
- All rooms at the nursery are a hub of excitement, happiness, awe and wonder. Children flock to be around staff, who immerse themselves in the children's world. Passionate and enthusiastic managers and staff seek out every opportunity to build on children's learning, including during routine activities. For example, children learn concepts such as 'opposite,' 'next to' and 'beside' while eating their lunch.

- Staff complete comprehensive training plans. Experienced staff are positive role models for new staff. All staff have an in-depth knowledge of the nursery's curriculum. They seamlessly implement challenging activities based around individual children's level of development.
- Leaders really value staff and what they bring to the setting. They are trusted with responsibilities and take great pride in their work. Leaders ensure that all staff's well-being is supported extremely well with regular meetings, rewards, loyalty programmes and time out when needed.
- Partnerships with parents are excellent. A wide range of support is in place for all families, all tailored to their individual needs. Staff take great care in getting to know all families extremely well. This means no child, or family, is left behind.
- Staff have a robust understanding of risk assessments. They oversee all aspects of their rooms and review accidents and hazards and take swift action to ensure the environment remains safe. Staff support children to develop an understanding of their own safety. Children talk about how to safely use the stairs. Older children remind younger children to 'be careful' and to 'hold on'. Children also learn how to safely use equipment in forest school, such as peelers and hammers.
- Children learn about the world around them. They excitedly visit the allotment and take care of fruit and vegetables. Children talk about how the flowers have been pollinated by bees, so the strawberries have turned from green to red. These activities help children learn about where food comes from. Children enjoy harvesting the food and taking them back to the nursery for snack. They also benefit from the knowledge and skills of a dedicated and qualified forest school leader. Children experience weekly trips to the forest, where they take part in activities such as rope bridges, pond dipping and nature walks.

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	EY430811
Local authority	Essex
Inspection number	10396503
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 3
Total number of places	73
Number of children on roll	93
Name of registered person	Bell Day Nursery Community Interest Company
Registered person unique reference number	RP909292
Telephone number	01799 528051
Date of previous inspection	4 July 2019

Information about this early years setting

Bell Day Nursery Community Interest Company registered in 2011. The nursery employs 38 members of childcare staff, inclusive of directors and managers. Of these, 27 hold relevant childcare qualifications, including two members of staff who have qualifications at level 6 and one who has qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm Monday to Thursday and 8am until 5pm on Fridays. The setting offers government-funded places for all eligible children.

Information about this inspection

Inspector

Daniella Adams

Inspection activities

- The manager 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 that this was having on children's learning.
- Staff and children spoke to the inspector during the inspection.
- The inspector and the manager carried out a joint observation of an activity.
- Parents shared their views of the nursery through written testimonials.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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