



Blueberry Bush Day Nursery

Inspection report for early years provision

Unique Reference Number	223195
Inspection date	16 December 2005
Inspector	Patricia Bowler
Setting Address	40 London Road, Oadby, Leicester, Leicestershire, LE2 5DH
Telephone number	0116 2714888
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Registered person	Bush Babies Children's Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Blueberry Bush Nursery is one of four nurseries in the Bush Babies Children's Nurseries. It opened in 2000 and operates from 3 rooms in a purpose built building. It is situated in Oadby Leicestershire. A maximum of 52 children may attend the nursery at any one time. The nursery is open each weekday from 07.45am to 18.00pm for 51 weeks a year. All children share access to a secure enclosed outdoor area.

There are currently 62 children aged from birth to under 5 on roll. Of these 19 children receive funding for nursery education. Children come from the local and surrounding catchment area. The nursery currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The nursery employs 12 staff, 10 of whom, including the manager, hold appropriate early years qualifications.

The nursery has an Investors in People award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well maintained environment. Robust policies and procedures are consistently followed by staff to prevent children's exposure to cross infection. Procedures such as wearing disposable aprons and gloves for nappy changing result in children's health being maintained. Children's health is protected because the staff are well informed about their health care matters. Clear and concise documentation ensures that their individual needs are discussed and recorded with parents and are vigilantly carried out by staff. However, written permission to seek any necessary emergency advice or treatment is not clearly recorded in children's detail records. Children learn the importance of good personal hygiene through well organised activities and consistent daily routines. They wash their hands after using the toilet and before meals and talk knowledgeably about why these are important, developing a sound awareness about healthy living. Resources, including wall mounted tissue dispensers, enable children to address their personal needs independently. Accessible soap dispensers and disposable towels within base rooms, in addition to bathrooms, enable children and staff to wash their hands thoroughly as required. Children enjoy a range of energetic activities that contribute to a healthy life style. They develop self- confidence in their physical skills as they use a range of indoor and outdoor equipment and gain control of their bodies using a climbing frame to increase their confidence and promote challenge. Good arrangements are established to meet dietary requirements for babies. Formula milk is stored appropriately until required. Quiet areas with soft furnishings and an excellent range of books allow older children to rest and relax, and younger children benefit from having their own bed linen as they sleep peacefully in cots or hygienically covered floor mattresses.

Children benefit from a healthy diet. They enjoy a variety of nutritionally balanced meals and are introduced to a range of foods which they are eager to try. Clear procedures operate to ensure all meals comply with special dietary requirements to promote children's health and ensure their individual needs are met. Older children access a cold water dispenser as they require, to enhance their independence and arrangements for younger children ensure they receive regular drinks so they are not thirsty.

Younger children and babies receive appropriate support during meal time as staff sit with them encouraging them to eat the meals provided and develop their skills with cutlery. Staff do not always sit with older children to make meal times an integral part of the day. There are missed opportunities to provide challenge and increase children's social interaction, to make choices about the foods they eat or to encourage their dexterity with cutlery. Children do not pour their own drinks at meal times or assist in setting tables.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

High regard is given to ensure children are cared for in a safe and secure environment. They benefit from a comprehensive risk assessment which is effectively maintained by staff to identify and minimise any possible hazards. A robust procedure for children's attendance is effectively maintained. Parents and carers take children to their base rooms where clear systems record their arrival and departure times to further contribute to their safety and welfare. Effective arrangements ensure children can move around safely and freely to independently access available equipment, activities and resources. Children benefit from good organisation of furniture to facilitate table and floor play to increase their confidence as they make active choices about their play. Children develop a good awareness of safety through a range of interesting activities. A recent fund raising project, riding wheeled toys, was effectively enhanced with the use of road safety equipment to heighten children's awareness and understanding. Positive feedback from parents confirms that children have retained this knowledge and use it confidently as they cross roads and remember to wear seat belts in the car. They practise regular emergency evacuation and know why this is important. Practises are systematically recorded and reviewed for effectiveness. Children discuss reasons for safety with staff to increase their awareness in everyday situations. For example, they assist in sweeping sand from the floor to prevent them slipping. Robust procedures ensure that children are cared for by suitable adults who have relevant experience and skills. They are protected from harm because staff understand their role in child protection and are able to put appropriate procedures into practice if necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children take part in a range of activities where they develop good skills in most areas. Staff awareness and good use of 'Birth to three matters' provides a sound framework for the care of babies and younger children. Babies are cared for in a warm, caring environment where mobiles and wall displays stimulate their visual development and resources assist them as they learn to crawl and walk. Young children are confident and relate warmly to positive staff interaction. They play happily with each other and staff and enjoy group and individual situations. They develop their imaginative skills in small world play and link home and nursery through appropriate role play opportunities. Children are competent communicators and express their joy and delight in activities such as creating pictures using a variety of

mediums including glitter pens. They independently access toys and resources to extend their play.

Nursery education

The quality of teaching and learning is good. This is supported with a sound knowledge and understanding of the Foundation Stage and how children learn. They use a range of teaching methods appropriately to work with children individually and in small and large groups. Children's personal, social and emotional development is enhanced with opportunities to make active choices about their play to encourage their confidence and independence. Children are knowledgeable about the world in which they live. They speak confidently about themselves and what they are doing as staff use age appropriate questioning to extend their thought processes. The methods to monitor and evaluate teaching and learning are used effectively to identify ways to improve the learning outcomes for children. Clear assessment are closely linked to children's progress and written observations help staff to plan for children's next steps in learning.

Children are making good progress towards the early learning goals. Staff have sound knowledge of the Foundation Stage and present a range of interesting activities to promote children's learning. The planning and evaluation is detailed to cover all areas of learning and identify if the learning intention is achieved. Systematic methods are established to record observations which are used effectively to plan for children's next steps in learning. Children are confident and demonstrate a sense of belonging as they greet each other and staff on arrival. A group session in the morning and afternoon is used effectively to promote their confidence as they wish each other good morning and good afternoon. However, this is sometimes prolonged, with activities such as searching for their name cards, to sustain their interest and reflect children's concentration levels. They build warm relationships with staff actively seeking support when required and interact appropriately with peers as they play. A small group of children enjoy role play in the home area using this as a waiting room at the bus station. They relate well to each other engaging in conversation as they wait for "buses which are always late."

Children have a high level of independence and freely access equipment to extend their play. Resources are stored appropriately to enable them to access paper and writing implements to extend role play situations. Mark making is encouraged and some children are gaining skills in emergent writing. They competently use a range of tools including paintbrushes and glue spreaders in creative activities. Children enjoy books and readily select these to look at and share with each other and staff. Children are beginning to associate written text to meaning and recognise and relate letter sounds to the beginnings of their names. Opportunities to further develop this in spontaneous situations are hindered because some labels are too small for them to identify.

Most children can count confidently to 10 and beyond and show a good awareness of size and quantity. Staff make good use of spontaneous opportunities to increase children's knowledge and introduce them to skills in early calculation. For example, they delight in playing a counting game during outside play where they link numbers

to the time. They also count how many strides it takes to go from the fence to the gate talking about long and short strides.

Children take responsibility for their personal care and recognise and express their own needs. They help themselves to tissues from the wall dispenser and dispose of these in the covered bins. All children ably assist in tidying away and respond appropriately to staff's consistent guidelines to promote positive behaviour. Children use good manners appropriately when requesting and accepting help, drinks or food. Children have regular access to information and technology equipment and use this independently and in adult-led group situations. A group enthusiastically identified the letters of the alphabet and associated pictures to link letter sounds.

Good opportunities assist them to acquire knowledge of their environment as children identify weather conditions and engage in seasonal activities. They speak excitedly about recent snow and the snowman they built during outside play. Children are knowledgeable about the world in which they live. They speak confidently about themselves and what they are doing as staff use age appropriate questioning to extend their thought processes. Practical activities such as celebrating different festivals increase children's knowledge of the wider world.

Staff work diligently to promote positive behaviour with praise and encouragement. Children respond to consistent guidelines and listen as staff explain unacceptable behaviour. They apologise to other children and are sensitively supported to return to play.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They develop a positive attitude to others and build warm relationships with staff and peers. Children gain a good understanding about the wider world and community through activities and a range of resources which show positive images of culture, ethnicity, gender and disability. Good systems ensure their individual needs are met and staff work closely with other agencies to provide for children's specific needs. The Code of Practice on the Identification and Assessment of Special Educational Needs is used effectively to ensure the provision of appropriate care is maintained. Children behave very well. They are beginning to understand right from wrong through a range of visual aids which they know and use gainfully as they learn to share and take turns. Staff use a range of effective methods to manage children's behaviour and they respond successfully to praise and encouragement as they help to tidy away and take age appropriate responsibility for helping each other. Staff allow older children to resolve their own differences encouraging them to develop skills in negotiation, turn taking and respecting the needs of others. Older children willingly share resources. Gentle reminders to play carefully in the sand to avoid getting into eyes and hair, encourage children's awareness of their actions and the needs of others. Although new requirements have been met with an established complaints log the information has not been updated in the prospectus to ensure parents are kept fully informed.

Partnership with parents is good. Extensive information is shared through the

comprehensive prospectus and parents information board. Effective communication is maintained through a quarterly newsletter, open evenings and arranged and informal discussions. These work effectively to ensure children's individual care needs are met. Parents are fully involved in the initial assessment of what children can do, enhancing staff's ability to acknowledge each child's starting point to plan for their individual learning and progress. The setting fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children's care is enhanced through rigorous recruitment and employment procedures. Diligent induction training ensures that staff are fully aware of the settings comprehensive policies and procedures to keep children healthy and safeguard their welfare. Staff training is provided which is linked to appraisals and professional development to support the ongoing improvement of the setting. Clear contingency plans ensure there are sufficient staff to care for children. Staff are effectively deployed to support children's care, learning and play. Children are suitably grouped to ensure they receive good levels of care appropriate to their age and developmental stages. Play and learning activities are organised well to provide interesting and appealing opportunities for children which contribute to their enjoyment, achievement and ability to make a positive contribution.

Leadership and management is good. The manager and staff have a clear vision with a strong focus on the personal development and achievement of all children attending the setting. The outcomes for children are met well as the manager sets clear directions leading to improvements. She is actively involved in supporting staff to improve the provision for nursery education ensuring there are appropriate opportunities for staff to spend time working together to establish a consistent approach to monitoring, assessment and planning for children's learning and development. The manager leads her team effectively supporting their working practice to maintain and improve the level of care and provision to meet the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the nursery have established clear records for the administration of medication which includes the parents signature to acknowledge this has been given.

Complaints since the last inspection

Since April 2004 Ofsted have received four complaints regarding the nursery. Concerns were raised about staff ratios, information to parents, hygiene and notification of staff changes relating to National Standards 2 (Organisation), 12 (Working in partnership with parents and carers), 7 (Health) and 14 (Documentation). The registered person was contacted in writing requesting them to conduct an

internal investigation. The information received identified no breach to the National Standards and the provider remained qualified for registration.

Concerns were raised relating to addressing issues of children with special educational needs, dietary aspects, discrimination, bullying, suitability of staff and cleanliness. These relate to National Standards 10 (Special needs), 8 (Food & drink), 11 (Behaviour), 9 (Equal opportunities), 1 (Suitable person) and 4 (Physical environment). These were investigated by writing to the registered person and requesting them to conduct an internal investigation. The information received identified no breach to the National Standards and the provider remained qualified for registration.

A complaint was received by Ofsted regarding the food and meal times at the provision and also the lack of confidentiality when parents and carers wish to talk to the manager. Ofsted wrote to the provision and asked them to investigate the complaint and provide information in response to National Standard 8 (Food and Drink) and National Standard 12 (Working in partnership with parents and carers). From the information received there was no evidence to suggest a breach of National Standard 8 or National Standard 12. A recommendation was raised to ensure that parents are able to share information and their views and concerns are respected and acknowledged. The provider remained qualified for registration.

Concerns were raised relating to managing children's behaviour and treating children equally. An Ofsted Inspector visited the Nursery to discuss the concerns raised in full and to review relevant policies and procedures under National Standard 1 (Suitable Person), 9 (Equal Opportunities), 11 (Behaviour) and 12 (Working in Partnership with Parents and Carers). Based on the information and evidence gathered there was no breach of the National Standards and no further action was taken. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. the complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure written parental permission to seek any necessary emergency medical advice or treatment is clearly recorded
- ensure complainants are notified of the outcome within 28 days and make the complaints record available to parents on request

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make more effective use of large group activities, for example circle time to tailor this to meet the age and developmental stage of all of the children to ensure the learning intentions are met
- make more effective use of opportunities for children to increase their awareness of written text. For example, clear name labels on children's storage drawers to increase their recognition and independence skills. Tailor planned and spontaneous opportunities for name recognition to meet the age and developmental stages of all children
- improve meal times to assist in children's personal and social development

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