

The Bush Nursery

Inspection report for early years provision

Unique Reference Number	142802
Inspection date	12 September 2007
Inspector	Susan June Stone
Setting Address	The Bush Nursery, Pilton, Shepton Mallet, Somerset, BA4 4HP
Telephone number	01749 899010 or 01749 890327
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Registered person	Vivien Goode
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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

The Bush Nursery opened in 2000. It is privately owned and operates from a detached house in ten acres of land in the countryside near to Pilton, Shepton Mallet. It is a full day care nursery offering full- and part-time sessions for children from 12 months to under five years.

The nursery is registered for 10 children and is open from 08:00 to 18:00 Monday to Friday for 50 weeks of the year. The nursery does not provide overnight care.

Children use a main play room, the conservatory and a large fenced garden area for everyday play. There are facilities for nature walks and occasional use of a music room. Children have independent access to the toilet. Children have supervised access to ponies, rabbits and the family dog.

There are 18 children on roll of whom seven receive nursery education funding. There are no children attending at present with learning difficulties or disabilities or English as an additional language.

There are three members of staff all of whom hold a level three childcare qualification. The owner is in the process of recruiting another part time member of staff at present. There are also three part-time volunteers who help in the nursery. The nursery is supported by the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

There are insufficient measures in place to promote the children's good health or to prevent the spread of infection. There are inconsistent routines in place for hand washing. Children do not wash their hands before they have their mid morning or afternoon snack. They are encouraged to wash their hands before they eat their lunch, but they all use a communal towel to dry their hands. As a result children are not developing a clear understanding of maintaining their own personal hygiene and they are at risk of cross contamination by sharing the hand towel.

Parents provide their children's lunchtime meals which are stored in the nursery fridge until needed. These meals are reheated in the microwave by nursery staff as necessary. The nursery provides children's morning and afternoon snacks which usually include fresh fruit for the morning snack and a plain biscuit in the afternoon. The children though are not provided with any plates or napkins to eat their snack from, they put their food straight onto the table. Food is not hygienically prepared. Apples are taken from a bucket outside where they are stored, staff do not always wash or wipe before being given to children. Fruit is cut up and prepared on a wooden tray that has some deep score marks, within which bugs and bacteria may harbour. Children are provided with drinks of water at snack time and mealtimes. There are, however, no facilities for children to help themselves to additional drinks if they are thirsty at other times.

Systems are in place to record accidents and medication administered. Sufficient staff have training in first aid. However the provision has failed to ensure the contents of the first aid box are safe and suitable to use. Most of the contents have reached their expiry date. This means children's needs would not be suitably met in the event of an accident of injury where first aid was required.

Children do enjoy a range of opportunities to play outside and benefit from the fresh air. Daily opportunities are provided for the children to play in the garden where they use the equipment to climb, balance, use the slide, run and negotiate obstacles. They also use the tarmac area where they pedal bikes and use ride on toys.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety is not sufficiently supported in all areas. The provision does not take adequate steps to promote safety within the setting. As a consequence, aspects of children's safety are compromised. There is some safety prevention in place, such as using safety sockets in electric plugs that are not being used and smoke detectors are fitted in the playroom. However, suitable risk assessments are not conducted of the premises, or of nursery practice. The cleaning spray which is used to clean tables in the nursery is left on the side at a level that is easily accessible to the children. At times, staff deployment is not adequate, particularly when using the outside

area, which impacts on the care and supervision of children. The outside area has not been appropriately risk assessed to ensure it is safe to use. Hazards have not been identified or addressed. Children are able to easily access a large water trough that is full of dirty water and near to the hay barn, there are garden tools which are easily accessible to the children and twine is tied between two trees which is draping at a height where a child is at risk of strangulation.

Overall, most area of the premises are well maintained and used appropriately. The playrooms are suitably decorated with some examples of children's work on display. The inside areas are suitably organised to allow the children freedom to move around in comfort. Suitable furniture and equipment is available for the older children, they sit on child sized chairs at low tables to eat and for play activities. High chairs are used for the younger children. Pushchairs are used for children still requiring a sleep during the day. There is a range of toys and resources available which are in reasonable condition. Children play with the resources put out for them by staff each day. They know they can ask for additional activities and some children ask staff to get puzzles from the shelves for them to do. Toys and resources for the younger children are stored in boxes on the floor and on a low table so children can access for themselves.

Children are suitably protected by staff who have a suitable knowledge and understanding of child protection issues. They are aware of their responsibilities to safeguard children and know the correct procedures to follow should they be concerned about a child in their care.

Helping children achieve well and enjoy what they do

The provision is inadequate.

The individual needs of the younger children are not being suitably addressed. At times, younger children are not sufficiently supported. Staff are generally caring and friendly, with a quiet, calm approach, which is reassuring to some children. The young toddlers are provided with suitable toys, such as shape sorters which are stored on a low table and in large box on the floor. At times though, sufficient consideration is not given to the play provision offered for the younger children, and specific activities to support their development are not planned. There is no evidence to suggest that the Birth to three framework is being acknowledged. During free play the youngest children are left to amuse themselves as staff are mainly occupied with the older children. They wander and crawl around the setting and are not suitably focused or occupied. They watch the older children play, but at times they are left with little interaction or toys to keep them occupied. They are often left to sit in high chairs for extended periods of time, with nothing to occupy them. Such as for story time, which is then closely followed by snack or lunch time.

Nursery Education

The quality of teaching and learning is inadequate. Staff provide a range of activities, but do not have high expectations of the children. When planning activities, they do not take into consideration the individual needs of the children to ensure they are suitably challenged and stimulated.

Planning does not indicate an understanding of what children are expected to learn from the activities provided, and it does not link to the stepping stones or show how children are progressing towards the early learning goals. There are no assessments in place to monitor and record children's individual progress and development. This means the planning of activities is not based on children's individual development needs. As a consequence, children are not being

sufficiently helped to progress towards the next stage in their learning. Procedures in place for the monitoring of activities are not rigorous enough to measure success effectively and to ensure that all children's development needs are met.

Children's independence is being hindered as the provision does not have high expectations for them. At snack time children are not given appropriate equipment or utensils to use. All children are given their drinks in training beakers with spouts. They are not given choices about what they would like to drink, all children are given water. Children do make choices about their play from the activities set out each day. Most children recognise their written name and successfully find their name cards that identify their seat for snack time and lunch time. Children enjoy books and some can sit appropriately and listen during story time. However, some children tend to get fidgety and their behaviour deteriorates. Some children can recognise some letters and know their letter sounds, but there are few opportunities or resources available for children to make marks or develop their writing skills. Some children can name simple shapes like circle, square, rectangle and triangle. Children are developing an understanding of simple calculation through number songs and rhymes. Children learn about familiar celebrations such as Easter and Christmas, but there are few opportunities for them to explore and develop an understanding of the cultures and beliefs of others. Children have few opportunities to use everyday technology and are not offered opportunities to develop their skills using ICT equipment. Children are offered many craft activities, but these are often prescriptive and adult led. Most children enjoy singing songs and join in with the daily songs and rhymes where they attempt to match actions to the words. All children are given the chance to request their favourites. Children experience daily opportunities for outdoor physical play. They run and jump and can pedal and manoeuvre ride-on toys and bikes. They use tools and equipment like rolling pins and shape cutters when playing with the play dough and they use glue spreaders during craft activities. Staff, do not however encourage children to correctly hold a pen when using worksheets, and writing numbers on their craft work clocks.

Overall the children are not making satisfactory progress.

Helping children make a positive contribution

The provision is inadequate.

Staff do not have high expectations of the children. At times children do not have full access to activities. Children strapped in highchairs are excluded from activities taking place on the floor because they cannot see and participate with the rest of the group. Also at lunch time children sat in high chairs are not included around the table with the other children.

There are not sufficient resources or opportunities provided for children to develop a positive respect for other's cultures and beliefs. Children's social, moral, spiritual and cultural development is not fostered. Children do not have a clear understanding of the nursery routines and are not developing the skills required to manage their own behaviour. At times the children become disruptive, often because they lack stimulation. Children are gently reminded when their behaviour does not reach expectations, for example, by staff asking children to sit nicely at story time so that the children behind can see the pictures. But, the children do not always respond positively to their direction. There are no children attending with learning difficulties or disabilities, and discussion indicates staff have appropriate understanding to identify any particular needs. The owner is the setting's Special Educational needs coordinator (SENCO)

Partnership with parents is inadequate. Information available to parents about the Foundation Stage is minimal. Staff discuss the children's day with parents when they collect their children.

The owner states that opportunities are provided for parent evening type events where staff are available to talk with parents. However, there are no systems in place to record children's progress, which means their individual progress and achievements cannot be measured and shared with parents. Parents are therefore not suitably informed of the levels their children have reached within the Foundation Stage, and their progress towards the early learning goals.

There is no record provided each day to parents of the younger children cared for such as food eaten, rest periods or changes of nappies. Parents receive a prospectus and complete an enrolment form and some consents. Occasional newsletters are sent home to inform parents of events and nursery news. The complaints policy has been updated and identifies processes to follow to resolve any issues raised by parents. Though there are not suitable systems in place to keep a record of any such complaints.

Organisation

The organisation is inadequate.

The owner has failed to acknowledge and address some weaknesses highlighted from previous inspections. There is no effective operational plan to adequately support the running of the nursery. Policies and procedures are not suitably reviewed and updated to ensure effective practice and deployment of staff. There is no accurate daily attendance record to identify staff and children present, to include their actual arrival and departure times. This lack of organisation and the lack of necessary information to support the children's well being means that, taken overall, the setting is not meeting the needs of the range of the children that attend, and their safety and wellbeing are compromised.

The leadership and management of the setting are inadequate. The Foundation Stage curriculum is not being effectively delivered. There are no systems in place to monitor the provision of the educational program to ensure all areas of the curriculum are covered. The owner does not encourage staff to have high expectations for the children. There are no systems in place to identify children's initial starting levels and no systems to record children's further progress and achievements. Therefore staff are not suitably informed of children's abilities or progress. This results in activities not providing suitable stimulation or challenge to meet children's individual development needs.

Improvements since the last inspection

At the last inspection the quality of care was judged as inadequate. Actions were set requiring the provider: to ensure the registration certificate is displayed clearly, to ensure all conditions detailed on the certificate of registration are complied with, and to ensure a system to record any complaints is in place, and available to parents on request, in line with current legislation. The registration certificate is now clearly displayed for parents and visitors to see. The owner now ensures that correct ratios are maintained and all requirements on the certificate are complied with. She has, however, not introduced suitable procedures to record any complaints which means parents are not able to be fully informed.

The nursery education inspection was judged as satisfactory and recommendations were set. These were: to ensure planning and children's assessments sufficiently include all areas of learning, clearly show children's progress through the stepping stones and are used to plan for their next stage in learning, and to provide parents with more information about the Foundation Stage Curriculum to include detail of the six areas of learning. Little progress has been made to address the planning and children's assessment. The Foundation Stage curriculum is not

being effectively delivered. Planning does not take into consideration the stepping stones of the Foundation Stage and there are no assessments in place to monitor children's progress and development. Limited information is available to parents regarding the Foundation Stage curriculum. The lack of progress in these areas re planning and assessment means the delivery of the Foundation Stage is not geared to the stages of development of individual children.

Complaints since the last inspection

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- review procedures for promoting good health of children and implement measures to improve hand washing to prevent the spread of infection,
- implement proper precautions to prevent accidents, make sure dangerous substance are inaccessible to children, risk assess the outside area with particular regards to storage of tools, access to water and strangulation hazards, make sure children are suitably supervised at all times
- use the Birth to three matters framework to provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities
- organise the provision to ensure all children have access to a full range of opportunities and activities including activities that increase awareness of diversity
- review the operational plan to ensure all policies and procedures underpin safe and effective practice and deployment of staff
- review procedures for the presentation of food and drink
- review the provision of first aid to ensure the contents of the first aid box conform to current guidelines and training

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- assess children's learning against the stepping stones of the Foundation Stage, share knowledge of children's achievements with parents
- plan a program of activities that are appropriate the age and stage of development of individual children
- monitor the provision of the educational program to ensure all areas of the curriculum are covered, make sure children make sufficient progress in relation to their starting points

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk