

The Bush Nursery

Inspection report for early years provision

Unique Reference Number	142802
Inspection date	20 May 2008
Inspector	Jan Healy
Setting Address	The Bush Nursery, Pilton, Shepton Mallet, Somerset, BA4 4HP
Telephone number	01749 899010 or 01749 890327
E-mail	
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

The Bush Nursery opened in 2000. It is privately owned and operates from a detached house in 10 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 bathroom facilities. Children have supervised access to ponies, rabbits and the family dog and cat.

There are 24 children on roll of whom 10 receive nursery education funding. There are no children attending at present with learning difficulties or disabilities or English as an additional language.

There are four members of staff, three of whom hold a childcare qualification. There are also three part time volunteers who help in the nursery. The nursery is supported by the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The staff help to promote the children's good health, as they take positive steps to prevent the spread of infection and illness. Paper tissues are readily available for the blowing of the children's noses, with the children being taught to discard the tissue after a single use. The children are taught to cover their mouth when coughing, with an explanation as to why this is necessary. Spare clothes are available for the event of accidents, enabling the children to remain comfortable during their stay. Parents are requested to keep sick children at home, to help prevent the spread of illness. Children who become unwell during their stay are separated from the other children, before being swiftly reunited with their parents. Prior written permission is sought for the administration of medication, with details being retained, for instance, the dose and time given. Staff hold a current first aid certificate and are confident to deal with an accident. All accidents are recorded and are shared with the parents, so they are made aware of any injury to their child. A suitable nappy changing routine is in place, with the provision of protective clothing, such as gloves being provided for the staff. Hats are worn, during warm weather, to protect the children from direct sunlight. Shade in the form of tents and trees, allow the children to play in the outdoor play area in contentment.

The children are encouraged to wash their hands before eating and enjoy a snack, whilst sat together. The older children sit at a table and the younger children join them in highchairs, being appropriately strapped in for their safety. This makes for a sociable occasion, when the children chat to each other about events that interest them. The staff prepare the snack, whilst the children listen to a story. Younger children make use of age appropriate beakers, whilst older children have the provision of cups. They have the use of plates and bowls. A choice of milk in cartons is also on offer. They enjoy a healthy and nutritious snack, consisting of fresh fruit, including bananas and apples. The children find their place at the table, by identifying their name written on paper. The staff remind the children to remember their social graces.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children have the advantage of being cared for in a homely atmosphere, where they have access to a playroom and conservatory, where the majority of play takes place. There are blinds fitted to the conservatory windows, to protect the children's eyes from direct sunlight. There is a large outdoor play area, which includes space for wheeled toys, an area for climbing and a dedicated planting and growing area. There is also a wooded area, where the children learn about nature, about the life of insects and about the changing seasons. The rooms remain at a comfortable temperature, with the use of fans during warm weather and heating during cold weather. The property is fitted with CCTV cameras and is secure, with the locking of doors and windows. The outdoor areas are fully enclosed with the use of fencing and gates. The staff display a sufficient range of artwork created by the children, making for a child friendly environment. The children are warmly welcomed by the staff upon arrival and they quickly settle to an activity of their choice, set up by the staff, including painting and jigsaws.

The staff help to create an accessible environment, through the provision of suitable furniture and equipment, particularly for the older children. The children sit on child sized chairs at low-level tables for comfort. However, there are few facilities for the toddlers in attendance, therefore, they sit on staff laps during play. Cots and clean linen, aid the children to sleep in comfort and baby monitors enable the staff to hear when a child requires attention. Some toys and resources are stored at the children's level, allowing the children to access toys of their choice. A stimulating outdoor play area is divided into various areas of interest, allowing for free play and adult led activities.

The staff take positive steps to ensure the children remain safe whilst in their care. Visitors are requested for their identification and sign a register. A suitable system is in place for the children's safe arrival and departure. Smoke alarms are regularly tested, so the staff are swiftly informed of impending danger. Fire fighting equipment are regularly serviced and fire exits remain clear at all times. The children take part in an emergency evacuation procedure, so they are familiar in the necessity to leave the property without delay. Parents are kept aware of the procedure that will take place in the event of a child becoming lost or who are uncollected at the end of the session. Slip hazards are reduced, by the children being encouraged to sweep debris off the floor after, for example, after messy play. The electrical sockets are covered and the grounds of the nursery are checked before outdoor play, with any hazards being removed.

The staff are familiar with child protection issues and help to protect the children in their care. They are aware of the signs and symptoms of abuse and neglect, so are able to recognise a concern swiftly. They are confident to keep detailed records and to share them with appropriate authorities, to ensure the children's health and welfare is a priority.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The younger children have the opportunity to join in with various activities, which are adapted according to their age and to their stage of development. However, they do not receive the attention they deserve during story time. There is no consideration to the age difference of the children, as the stories are dedicated to appeal to the older children. The staff listen to them carefully and help them to find their voice and to make decisions of their own. They engage with the older children during messy play, for instance, when making patterns with foam and when painting with their fingers and hands. The staff are very caring and affectionate towards the children, who respond in kind, learning to emulate their behaviour. This makes for a harmonious atmosphere.

Nursery Education

The quality of teaching and learning is satisfactory. The staff bring a wide range of experience and training into the group and as they clearly get on very well as a team, there is a positive and calm atmosphere. The staff work with the children for the majority of the time, therefore, the children receive the attention they require. The children respond well to the teaching methods in place, as they are spoken to with respect and their feelings and wishes are taken into account. A child requests a boat race and the staff work with their ideas to create such an event in the outdoor play area. This contributes in the children using their imagination and initiative. The staff are familiar with the Foundation Stage of learning and plan a suitable range of play opportunities to aid the children's progression. The staff have recently begun to build on what the children already know, taking into account how the children learn at different

rates. The children talk about their experiences and have the opportunity to demonstrate what they know and understand.

The children are making sound progress in their personal, social and emotional development. They arrive happily and find their name on their coat peg, hanging up their outdoor clothing. They greet the staff and their friends and are confident to approach a member of staff for help and support. They speak with confidence in a group and answer the questions posed by the staff. The children feel safe and secure in the presence of the staff, seeking their comfort when necessary, for example, when a child breaks their sunglasses and requires a cuddle. The children chat easily to their friends and to the staff, discussing the activities they took part in whilst at home, for instance, being taken out for a ride on a tractor.

The children are making sufficient progress in their communication, language and literacy. There is a mark making area, which contains a variety of media, including pens, pencils and different colour paper, which the children access with ease. There are many words mounted on the children's displays as labels and the children are aided to write their name on their paintings and drawings. However, there are many trays, drawers and toys, which are not labelled, therefore, this prevents the children from easily accessing the resources available. There are a range of books within the children's reach, including story, picture and resource books. The children enjoy listening to stories read by the staff and listen to stories on tape. The children are learning the sounds of letters and play letter snap games.

The children are making steady progress in their mathematical development. They have access to clocks and are learning to recognise and to name numbers. They count with ease and are learning mathematical language, such as, more than and less than. There are numbers on display and they sing counting songs and rhymes. The children have access to mathematical equipment, including calculators and measuring equipment. An abacus aids the children to add and to take away. They children compare each others height, through the making of a height chart.

The children are making fair progress in their knowledge and understanding of the world. There is a home corner, which is currently a post office, with the children learning about the role such people in the community provide. The organisation of this area, however, is confusing. The children have the benefit of a wooded area, where they learn to recognise and to name a variety of trees and use natural material, such as plants, flowers and leaves to experiment and to use for collage making. The children are learning about modern technology, for instance, with the use of a telephone, cash register and computer. There are many animals belonging to the nursery, such as, horses, a cat, a dog and rabbits, which contribute to the children's understanding of nurturing. They learn to problem solve when experimenting with water, seeing which way water flows and what sinks and floats. There is a nature table indoors, however, this is not within the children's easy reach, therefore, they miss out on actively looking closely at the items available, including pine cones, acorns and conkers.

The children are making positive progress in their physical development. They have the advantage of various gardens. These include one for riding wheeled toys, one for growing vegetables and one for climbing, to aid the children's strength and stamina. The children are learning to hold a pencil correctly and use glue sticks and paint brushes with confidence. They are learning the art of using sellotape and have the use of scissors.

Realistic progress is being made in the children's creative development. The children enjoy painting, using various medium, including various thicknesses of brushes, combs and straws. They make collages, using natural material they find in the outdoor area. The children explore

texture and shape including two and three dimensions. The children are becoming familiar with the sounds of music and play simple instruments. They have the opportunity to play a piano and to listen to a classical artist.

Helping children make a positive contribution

The provision is satisfactory.

The children have the advantage of being cared for by a group of staff who promote equality of opportunity and anti-discriminatory practice. Both the boys and the girls have equal access to all the toys and resources available and the staff are careful not to use stereotypical language. The children celebrate major festivals and have the benefit of accessing a sound range of resources that promote positive images of diversity.

The staff are aware that there are some children who have a learning difficulty or disability. They work with the parents, to seek information about any individual needs the children have, enabling them to adapt particular activities, to enable them all to take part. The space is organised to allow a variety of play to take place, giving consideration to both floor and table top areas.

Spiritual, moral, social and cultural development is fostered. The staff speak kindly to the children and keep the noise level low, so all can be heard when speaking. The children have the benefit of playing with the staff, who sit at their level and make eye contact with them during conversation. The children are given responsibility, for instance, to help put the toys away after play. They are encouraged to use their initiative, for example, prior to sweeping under a table, a child moves the chairs out of the way. During story time, however, all the children sit together, which is not always advantageous, due to the vast age difference. Therefore, behaviour can deteriorate during this time.

The parents are welcome to visit the group and report that they feel a sense of belonging. They are able to speak to a member of staff and feel satisfied with the relationship they share. The staff help to ease the children's transition from home, as there is an effective settling-in procedure in place, which differs according to each child's individual needs. Although the parents are kept verbally informed about the younger children's progress, there are no records, which clearly define any consistent progression. Therefore, there is no starting point with regard to the stage the children begin and the stage they reach, until they celebrate their third birthday. The conditions of registration are clearly visible, as well as a complaints procedure. This helps to prevent misunderstanding and delay in a concern being resolved.

Partnership with parents is satisfactory. The staff share a friendly and professional relationship with the parents, who report that they are happy and confident to approach a member of staff at any time. The staff work with the parents to gain an insight as to the stage of development the children have attained, so are able to plan for their further learning and so to their progression. The staff aid the parents in their understanding about the Foundation Stage of learning. They display details about the six areas, with explanations about how particular activities help the children to further their progression. Both formal and informal channels of communication are shared with the parents to discuss any issues that arise about the children's achievements. The groups policies and statements are clearly displayed and the parents are able to voice their views and opinions as they see fit.

Organisation

The organisation is satisfactory.

Leadership and management are satisfactory. The person in charge is delivering an improving setting, as she wishes to enhance the quality of childcare and nursery education. She reviews the effectiveness of the provisions weaknesses and then evaluates how improvement can be made. She works well with her staff, who work as a team, influencing them to raise the quality of their teaching, which in turn raises the standards of education. She steers the work of the setting for the children's benefit, creating an environment where the children are safe, are increasing their confidence and are making progress towards the early learning goals. The staff are aware of their roles and responsibilities and execute them well. They attend relevant training courses so that their skills are continually improving. Successful strategies for teaching are shared and are adopted by the staff. The majority of the weaknesses identified at the last inspection have been tackled, with a system of monitoring the children's progress as being highly significant.

The setting meets the needs of the range of children for whom it provides. The staff are well qualified and have sound knowledge about child development and about how young children learn. The children are protected throughout their stay, with the adult-child ratio being maintained at all times. An attendance register details the times of the children's arrival and departure, so they are accounted for in an emergency. All records are retained for a reasonable period of time, so historical checks can be made. Documentation is stored confidentially, to protect the children's personal details.

Improvements since the last inspection

At the last inspection, the staff were requested to promote the children's good health, through the improvement of a hand washing routine. The children now have the benefit of using anti-bacterial soap in liquid form and individual paper towels for the drying of their hands. The children are encouraged to wash their hands when appropriate, for instance, before snack and after outdoor play. The staff were requested to implement appropriate precautions to prevent accidents and they now keep dangerous fluids out of the children's reach. The children are suitably supervised at all times and water and strangulation hazards have been removed. The staff were requested to develop the children's physical, social, emotional and intellectual development, through the use of the Birth to three matters framework. This is now in place, with consideration being given during the planning stage. This, however, requires further development to reveal a clear progression. The staff were requested to provide the children with a full range of opportunities for them to increase their awareness of diversity. The children now celebrate a range of festivals and they are learning about their own and others' culture. This helps the children's understanding of similarities, differences and about tolerance. The staff were requested to review the operation plan and have done so, detailing how the groups policies and procedures underpin the practice and deployment of the staff. The staff now assess the children's progress, comparing them with the early learning goals and share their findings with the parents. The staff were requested to plan a suitable program of activities which cover all the six areas of the curriculum. This is now in place, with all the staff being able to give their views and opinions and use their expertise and experience. The staff were requested to review the provision of the first aid box, which is now suitably replenished and the staff are confident to deal with an accident. The presentation of food and drink is suitably improved, with the use of age appropriate crockery and cutlery.

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.

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

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):

- improve story time for the younger children
- develop the records for the younger children to include their starting point, so clear progression is visible
- make sure the furniture available suits the needs of the younger children

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):

- ensure the toys and resources are labelled, to improve the children's independent skills
- develop the nature area, to allow the children easy access
- organise the home corner to clearly define the focus of intention

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