

Holly Bush Nursery

Inspection report for early years provision

Unique Reference Number	EY259769
Inspection date	07 December 2007
Inspector	Caroline Wright
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Registered person	Bush Babies Childrens Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 good.

WHAT SORT OF SETTING IS IT?

Hollybush Nursery registered in March 2003. It is situated on Upper New Walk, close to Leicester City centre. The nursery is part of Bushbabies Children's Nurseries Limited. The premise is a converted three-storey house with an outside play area.

A maximum of 54 children may attend the nursery at any one time. The nursery is open each weekday from 07:45 to 18:00 all year round. Children can access a variety of sessions including an after school club and holiday club for school age children. There are currently 85 children aged from birth to under eight-years on roll. Of these 21 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports 22 children who speak English as an additional language.

There are 12 members of staff working with the children. All of the staff, including the manager, hold appropriate early years qualifications; 4 members of staff are currently working towards a further early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children show a good understanding of personal hygiene which they learn through regular routines such as washing their hands before eating. They confidently declare that they need to wash their hands 'because they're dirty'. Staff act as good role models, wiping down surfaces before serving food and after children have eaten to help children to stay healthy. Children learn about leading a healthy lifestyle through everyday, practical experiences. They run around and exert themselves outdoors so that they learn the importance of regular fresh air and exercise. They develop new physical skills such as riding bicycles or kicking and catching balls with the help of 'Top Start' activities, which helps children to develop good co-ordination and muscular control. Children learn about healthy eating through practical experiences and discussions with their key workers. They talk about the benefits of drinking milk and know that, 'it makes your bones grow'. Their nutritional needs are generally well met. Staff are planning to introduce photographs of meals to enable children to choose what they want to eat on a day to day basis. This will improve the existing good practice even further. However, updated information about children's special dietary needs and allergies is not always recorded clearly enough and this has the potential to affect children's health and well-being. Main meals are freshly cooked each day and are well balanced and nutritious. Children enjoy eating them and frequently ask for 'more'. In addition children are given a healthy breakfast, snack and afternoon tea each day.

The needs of children under three-years-old are very well met by adults who have a good understanding of their developmental needs. Babies have lots of space to crawl and move imaginatively, developing new physical skills under the careful supervision of their key workers. They are able to take a rest when they want to; the spacious play room provides ample space for cots and ensures that children are able to rest in the middle of the day so that they are refreshed and able to enjoy the afternoon activities. A good range of large and small equipment set out for younger children enables them to develop new physical skills according to their stage of development.

If the children become unwell or have an accident whilst they are in the care of nursery, suitable records are in place to make sure that appropriate care is given and staff are appropriately qualified to give first aid if they need to. For example, experienced staff are able to act swiftly to call for the emergency services if children become ill during the session and their knowledge of first aid procedures maintains children's welfare whilst they wait for the experts to arrive.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children move around safely indoors under the supervision of the nursery staff. They learn how to keep themselves safe when using scissors or sitting on chairs, helped by the gentle reminders from their key workers. Gates prevent children from accessing the stairs without adult supervision and safety surfaces in the outdoor play area help to keep children safe when they play outdoors. Children show their knowledge and understanding of personal safety when they talk about how to use cutlery properly: 'you mustn't lick your knife'. Adults further support children's learning about safety when they provide 'emergency role play' activities and organise activities such as 'Beep Beep Day' or visits to the fire station, with local road safety and community support officers to enable children to extend their knowledge in play situations.

Children's welfare is safeguarded and promoted by staff who have a sound understanding of child protection procedures, which are in line with those set out by the Local Safeguarding Children Board. Regular training in child protection is provided for all staff and a designated person ensures that any concerns are dealt with effectively so that children's best interests are maintained. However, the written policy statement for child protection does not include a clear procedure to be followed in the event of an allegation of abuse being made against a member of staff or volunteer.

Children's ongoing safety is promoted by security cameras and buzzers in the play rooms. Staff monitor the temperature of the water in the hot taps to ensure that children can wash their hands safely. In addition, parents are constantly reminded of their responsibilities in maintaining the security of the premises and all visitors to the nursery are recorded. A wide range of written policies and appropriate procedures are in place, including regular 'fire drills' to help children know what to do in the case of an emergency evacuation of the premises. Children use suitable resources, which are appropriate for their age and stage of development, and these are checked regularly by the nursery staff to ensure they are in good condition and are safe. However, the procedure to inform staff how they should deal with the situation where a child becomes lost on an outing is not clear enough to enable them to know what they should do to make sure the child is found quickly. This compromises children's safety.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and enjoy their time at the setting. All children engage eagerly in the range of interesting activities that are provided, such as playing with sand on the floor so that they can develop early writing skills. They explore texture and learn about the world they live in when they investigate materials such as jelly or dough. Children's experiences are enhanced by the skilful interaction of the qualified members of staff, who use their knowledge and understanding of how children learn to plan activities that meet children's overall developmental needs. Key workers talk with the babies and toddlers, making good eye contact and using their voices to encourage the youngsters to continue their exploration and to respond by vocalising or with gestures. They provide children with opportunities to sing songs, look at books and 'talk' on the play telephones so that they become confident communicators. Babies scream with delight as they engage in one to one play with their key workers in the ball pool and show good co-ordination as they press buttons on cause and effect toys and musical books.

Staff working with children carry out regular observations of children's achievements and plan a good range of activities using the 'Birth to three matters' framework to guide them. However, observations are not yet used effectively to identify what children enjoy so that staff can plan activities that build on what children already know and can do. As a result, some activities do not offer appropriate challenge and opportunities for children to learn through their own experiences are missed. For example, staff often provide young children with pre-cut templates for their artwork and this limits challenge and affects children's creativity. Children's free access to additional resources and materials is limited and they do not have enough opportunities to initiate their own activities. This affects children's ability to pursue their own interests and to extend their learning independently.

Nursery Education

The quality of teaching and children's learning is good. Children use their imagination in situations such as the role play 'house' which they make for themselves in the play room, using

Christmas parcels and books as props to extend their narratives. They enjoy making models, learning about shape, space and measure using dough, Duplo and recycled household packaging. Children use number names their play and count groups of items reliably. They line up blocks with care to make patterns and enclosures, developing early mathematical skills and knowledge. Staff provide interesting activities such as pairing socks to help children to understand size and measure through practical experiences.

Children communicate effectively and use a wide range of vocabulary to express their ideas and talk about what they know. They use language effectively to respond to their sensory experiences, telling adults that, 'I love churches, especially the Christmas ones'. Children talk with understanding about what they do at home, and they notice patterns and changes in the natural environment when they discuss the day and weather at circle time each session.

Children look at books alone and with adults in the attractive book area. They turn pages from front to back carefully and listen with interest to stories. Children enjoy singing songs at circle time, moving their bodies to the rhythm and joining in with finger rhymes. They play with sounds, clicking their tongues and they repeat sound patterns when they slap their legs in the 'Tick Tock' song, practicing essential skills for reading. They paint pictures and give meaning to their marks.

Whilst plans for activities are clear and show good links to the early learning goals and stepping stones, staff are not yet fully effective in using activities that children enjoy most to fill in gaps in their learning. As a result some activities lack challenge and interest for individual children. Staff do not always encourage children to access additional resources or to initiate their own activities independently. Some staff do not fully understand how children learn and fail to encourage children to ask questions or extend their thinking through discussions. Staff miss some opportunities to challenge children to write for a purpose and opportunities for children to learn early writing skills are missed. Consequently, opportunities for children to develop new skills and extend their learning are missed. This affects progress.

However, the majority of the staff working with children have a good knowledge and understanding of the Foundation Stage. They use their experience to plan a wide range of activities over a period of time so that children access a broad and balanced range of learning opportunities. Key workers monitor children's progress towards the early learning goals well and use the stepping stones to identify the next steps for individual children's progress.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. They have opportunities to learn about the world they live in and all members of society. They play with small world figures, look at books and take part in a wide range of cultural and religious celebrations. Meaningful activities such as painting patterns on their hands during Diwali help children to learn positive attitudes towards diversity through practical experiences and discussions.

Children show good self-esteem and work harmoniously together to solve problems. They carry boxes of toys together if they are 'too heavy' and they help each other to find the pieces of Duplo they need to make a 'big house'. They play together in large or small groups and activities such as visiting the town square, or planting bulbs to raise money for local charities, helps them to see themselves as part of the community. The staff sensitively help children to respect each other's needs and to share resources; for example encouraging them to take turns to use the

scissors or explaining to younger children about 'sharing' toys. Children generally behave well and understand what is expected of them. However, the organisation of the pre-school session limits the ability of older children to make decisions and to pursue their own interests. During the free play part of the session children are interested in the activities that they initiate for themselves. Children are expected to pack away activities that they are very interested in, in favour of adult-led activities where they are required to sit still for extended periods of time without being purposefully engaged or where the resources fail to offer them interest. For example, when playing card games with their key workers, becoming bored whilst they wait for their turn or at circle time. As a result, they become uninterested and their behaviour deteriorates. In addition, children have limited opportunities to access additional resources freely or to initiate their own activities during the adult-led part of the session. This affects learning.

Partnership with parents and carers is good. It contributes to the progress and well-being of all children, including those who receive funding for early education. Parents are encouraged to be involved with their children's learning. They have daily discussions with key workers about what their children do and the interactive website enables them to access good information about the nursery routines and activities their children will take part in. Parents are encouraged to share what they know about their children at parents evenings where they discuss their children's achievements with key workers. They are provided with good information about the early learning goals and regular written reports enable them to be well informed about their children's progress. Children's individual needs are recorded by key workers when children start at the setting and ongoing changes are implemented. Parents spend time with key staff during the pre-visit inductions and settling in week to make sure that children's likes, dislikes, allergies and existing illnesses and individual routines are recorded so that children can feel secure and are well cared for. Regular news letters, a prospectus and a notice-board display are an ongoing source of information for parents and carers. Any concerns raised by parents are recorded and used to influence ongoing changes to nursery practice. However, the complaints procedure, which parents are able to access easily, does not reflect recent changes to legislation. This affects parents ability to ensure that children's individual needs are met.

Parents of children with English as an additional language share 'key words' with staff to help their children to build on their existing language and become confident communicators. Staff work effectively with parents and other professionals to ensure that children with learning difficulties and/or disabilities are well supported in the setting so that they are able to take part in the full range of nursery activities and make good progress.

Organisation

The organisation is satisfactory.

The nursery management ensures that the premises are attractive and meet children's needs well: low-level coat pegs and steps are provided to help children reach the sinks and toilets enable children to learn how to care for their own needs; the rooms provide plenty of space for children to move around safely and independently. Nursery staff are committed to providing a variety of interesting activities for children each day to help them to learn through their play. Attractive displays in all areas provide a stimulating and welcoming environment for children and their families. The induction programme for new staff ensures that everyone is fully aware of procedures for child protection and knows about keeping children safe. The managers use effective recruitment procedures, which ensure that they have adequate members of staff with suitable experience and qualifications to work with children.

All of the legally required documents and essential policies are in place. However, staff do not inform Ofsted of significant incidents that occur. This is a breach of regulations. However, staff have taken action to ensure that the regulation is met in the future and a robust risk assessment has been implemented. Although an action plan is in place to review written policies and procedures, some essential documents and records do not meet with current requirements in the National Standards.

Leadership and management of early education are satisfactory. Regular meetings enable staff to work together as a team. A self-evaluation schedule based on the 'Outcomes for Children' enables staff to share ideas for good practice. However, limited progress has been made with recommendations from the previous inspection. The lack of a formal system for monitoring the programme for early education results in the session being not being organised effectively and some staff member's understanding of how young children learn needs to be developed. This impacts upon children's learning.

Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to continue to develop plans which are clearly linked to the assessment of children's progress, particularly for children from birth to three years. At the last inspection of nursery education the provider agreed to: develop planning which uses the information drawn from the assessment of children's progress, to ensure that activities are built on what children are interested in and what they need to do next, and which cover each aspect of the stepping stones consistently and regularly to embed children's learning; to ensure that more able children are sufficiently challenged across all areas of the curriculum; and to develop systems to monitor and evaluate the educational provision which enables the setting to have a clear focus for future development.

Since the last inspection staff in all rooms have improved the way they plan activities, including those for younger children. They use their observations of children's progress to plan the next steps for children's learning and use these to plan future activities. Staff working with funded children use the stepping stones effectively to monitor children's progress and to plan a broad and balanced range of activities over a period of time. However, plans are not yet fully informed by key workers observations of what children enjoy and do well to ensure that all children are appropriately challenged, and that activities offer enough interest for individual children. There is no formal system to monitor the educational provision and as a result staff development needs are not effectively met. These areas will be carried forward as recommendations for further improvement following this inspection.

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 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):

- continue to develop planning and assessment procedures: use observations by key workers of what children enjoy to plan future activities indoors and out; make sure that activities offer appropriate challenge and that opportunities to develop their creativity and to investigate materials through daily routines and self-chosen activities are promoted (also applies to nursery education)
- update policies and procedures to reflect changes in regulations and to ensure children's welfare is effectively promoted: this relates to the procedure for recording complaints, the recording of information regarding children's allergies, clarifying the procedures to be followed in the event of a child becoming lost and for dealing with allegations of abuse against a member of staff or volunteer
- make sure Ofsted are notified of significant incidents.

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):

- improve the organisation of the session to provide children with increased opportunity to investigate materials and resources and promote their positive behaviour by ensuring they are not kept waiting for extended periods of time without purposeful activity; provide them with increased opportunities to pursue their own interests and make decisions about the selection of toys and equipment
- set up a system to monitor and evaluate the provision for early education and to develop the skills of staff working with funded children; make sure staff have a suitable knowledge of how young children learn through practical experiences and that they provide children with opportunities to ask questions and to talk about what they know.

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