

# Blueberry Bush Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	223195
<b>Inspection date</b>	14/10/2008
<b>Inspector</b>	Judith Chinnery
<b>Setting address</b>	40 London Road, Oadby, Leicester, Leicestershire, LE2 5DH
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

The Blueberry Bush Nursery is one of five private child care settings owned and managed by Bush Babies Children's Nurseries Ltd. It is registered on the Early Years Register. The setting is built all on one level and is fully accessible. The children are cared for across three rooms according to their age.

It has been established since October 2000 and is registered to provide care for no more than 52 children under five years at any one time. There are currently 70 children on roll, of these, 16 children receive nursery education funding. The setting supports children who have learning difficulties and/or disabilities. There are also six children on roll who speak English as an additional language.

The nursery is open from 07:45 to 18:00, Monday to Friday, for 51 weeks a year and offers both full and part-time care. The nursery mainly caters for parents who live in Oadby and the surrounding suburbs.

There are 14 staff members employed to work at the nursery and of these, 10 have a relevant childcare qualification.

The nursery receives support from the teacher mentor from the Early Years Development and Childcare Partnership. The nursery also has an Investors in People award and is working towards 'Quality Counts' and 'Learning Champions' validation.

## Overall effectiveness of the early years provision

Children's care and education is enhanced and well promoted by a knowledgeable staff team. The setting also benefits from being effectively led by a well established management team. The staff are committed to including all children in the life of the setting, which means that children's individual and diverse needs are viewed as important and met well. Managers and staff embrace opportunities for training, making improvements and continually developing their practice. Some minor weaknesses have an impact on the, otherwise good, progress which children make in their play and learning.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems for assessing children's progress which take account of their starting points and what they need to do next
- use information from assessments to plan motivating and relevant learning experiences for each child
- continue to develop an ongoing dialogue with parents regarding children's learning and development.

## **The leadership and management of the early years provision**

The setting benefits greatly from having a management team who have been with the setting for a number of years and work very well together. They have a robust system in place for recruiting personnel, which means that staff are well qualified in child care and suitable to work with young children. Regular appraisals and reviews also ensure that staff receive training and are able to keep their child care knowledge up-to-date. Managers and staff are also effectively supported by good policies and procedures which support and inform their care of the children.

Children are well protected and safeguarded in this setting because the staff are knowledgeable about safety and child protection. They recognise the signs of child abuse and know how to report and record any concerns. Managers are also committed to ensuring that staff receive regular training in safeguarding guidelines and that procedures are regularly reviewed to support this area.

The settings ability to evaluate their practice is developing well. They work closely with the local authority to adapt systems which enable them to monitor their practices with the children. They are able to identify their strengths such as effective relationships with children and parents, and weaknesses such as in assessment and planning systems. This means that they have a clear focus for future improvements and developments.

Staff are committed to working closely with parents, carers and other significant people in children's lives. Parents and carers are well informed about the setting and what their children have been doing. They also receive helpful information regarding their child's development, which enables them to become involved in their child's learning. However, staff are less good at gleaning information from parents to inform assessment and planning for individual children.

## **The quality and standards of the early years provision**

Children form and enjoy warm, close relationships with each other and their key workers. Staff take time to get to know each child and their particular needs. Consequently children are well supported in making good progress in all aspects of their development.

Staff are vigilant about children's safety. Effective risk assessments enable staff to manage hazards and risks to the children. Children are also learning about keeping themselves safe too as they respond to gentle reminders from the staff such as about how to use the slide and other outdoor equipment. Children learn about being healthy through the everyday routines of snacks and mealtimes. They enjoy trying different fruits such as plums, as well as apples and bananas.

All children experience a wide variety of activities which they can choose and explore. The babies are delighted when they discover how to make the toys light up or play tunes. They also like to reach for or crawl after attractive items such as glitter bottles. Toddlers become readily absorbed in exploring the sand and other

tactile materials while older children extend their experiences and learning through using the computer and joining in with games such as dominoes. However, children's progress to their full potential is occasionally hindered because systems for assessing progress and planning are very new and not yet fully implemented. Staff do not yet collect sufficient information regarding children's starting points. They are also less good at identifying what children need to do next and using this to plan activities for individual children built around their interests and what they need to do next.

Most children are beginning to develop skills for the future as they increase their vocabulary through listening to and talking about stories. They also participate in mathematical games such as dominoes and most children attempt to use the mouse to make the computer programmes work. Children behave really well in the setting because the staff are patient and offer clear explanations. Children's individual needs regarding likes and dislikes as well as dietary needs are regularly updated by staff as they liaise with parents. Children who speak English as an additional language are well supported in the setting because the staff use labels and familiar words in their own languages to enable them to develop their English vocabulary. Children who have learning difficulties and/or disabilities are also well supported by staff to develop and make progress to the best of their ability.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

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.