

Gooseberry Bush Day Nursery

Inspection report for early years provision

Unique reference number	EY263053
Inspection date	27/05/2009
Inspector	Susan Esther Harvey
Setting address	Kemble Airfield Enterprise Park, Kemble, Cirencester, Gloucestershire, GL7 6BQ
Telephone number	01285 771456
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Type of setting	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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Gooseberry Bush Day Nursery opened in 2003. It operates from a single-storey, purpose-built unit on Kemble Airfield Enterprise Park on the borders of South Gloucestershire and Wiltshire. The nursery has sole use of six main playrooms, a sleep room, dining area and facilities for nappy changing and bottle preparation. There is an outside play area for all children to use. It is open each weekday from 07.30 to 18.30 all year round.

The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. A maximum of to 74 children may attend the nursery at any one time. There are currently 184 children from birth to under five years on roll, some in part-time places. The nursery supports children with additional needs and children who speak English as an additional language. Children attend from across Gloucestershire, Wiltshire and Swindon areas.

There are 33 members of staff, of whom 27 hold appropriate early years qualifications from NVQ level 2, level 3, level 4. There are three members of staff who have achieved Early Years Professional status. The nursery is involved in a quality assurance scheme known as the Effective Early Learning project and has an Investors in People award.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are cared for in a stimulating, creative and inclusive environment. The process for self-evaluation is very effective and fully supports the outcomes for children's welfare, learning and development. Management and staff recognise the uniqueness of each child and are inclusive in their practice through well planned activities and child-initiated interests. Staff are committed to furthering their professional development by attending courses and training events, as a result, children make good progress in the six areas of learning. Highly effective contact with parents and links with other settings where children attend, ensures that staff are very familiar with the individual needs of the children in their care. Outcomes for children's welfare is assisted by a well managed setting and caring staff, which supports the well-being of all children.

What steps need to be taken to improve provision further?

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

- ensure that staff enable children to learn the importance of preventing the spread of infection through the regular use of tissues
- continue to maintain the good level of observations already in place and use these to regularly assess children's progress in order to plan the next steps in their learning and development

The leadership and management of the early years provision

The management and staff organise the nursery and daily routine well, so that children are provided with a variety of learning opportunities in a secure environment. There is a wide selection of photographs and posters around the nursery, and children's displays around the walls, in all the rooms, gives them a sense of pride in their work. All children have daily opportunities to play outside as an extension to their learning. For example, painting and decorating the walls of the building and planting seeds in tubs, offers children the challenge to have fun and explore their interests. As a result, they are fully involved in the creation of an enclosed area in which to learn about nature and how to grow food to share with others in the nursery, such as tomatoes.

Children are safeguarded through the child protection officers' clear understanding of child protection issues and a commitment to attend training, as well as the managements' commitment that all staff are fully informed of the child protection policies and procedures. A clear risk assessment for indoors and out-of-doors is part of a comprehensive set of policies and procedures. These are updated annually and implemented effectively in all areas of the nursery.

The management and staff have identified areas for development and their capacity to improve is an ongoing process. They take time to reflect on their practice as all members of staff, parents and children are involved in the task. External assessments of the nursery and staff practice has also taken place and improved the way the setting judges their strengths and weaknesses. As a result, the time taken to do this has a positive impact on children's learning and development. Staff have a clear understanding of the implementation of the Early Years Foundation Stage framework which is used to observe and assess children's achievements and development. However, the detailed level of information provided by staff is not consistently linked nor identifies the next stage of all children's learning. The focus of the nursery is to encourage children to be independent in their choice of toys and resources. These are of good quality and readily accessible to the children throughout the nursery. Children with additional needs are well supported through the close contact with parents and others involved in the children's care. This effectively helps staff to provide welfare and learning opportunities for all children.

There is an effective two-way process of sharing information between parents and the nursery staff. This includes working closely with parents in the decision to move their child to another room when they are developmentally and emotionally ready. As a result, the transition system used by the staff ensures that children quickly settle and soon become familiar with their surroundings. Staff work very well together as a team and the design of the building benefits the children as they are able meet with different members of staff throughout the day, even though the key worker system fully supports individual children's needs. Therefore, the family ethos of the nursery supports every child's requirements. Informative notice boards around the nursery keeps parents up-to-date with the latest information regarding the Early Years Foundation Stage. Regular access to children's

achievements helps parents to see what their children have done during their time in the nursery. Children benefit from the warm attachment they have with staff through an effective key worker system. As a result, the outcomes for babies and children's well-being is good throughout the setting.

The quality and standards of the early years provision

The nursery provides quality care for all children from experienced and qualified staff. Children are happy and settled in the company of staff members and they relish in the chance to take part in a range of activities. For example, babies are surrounded by stimulating pictures, posters and mirrors, they thoroughly enjoy painting and messy play and exciting resources collected in treasure baskets stimulate their senses. Young children enthusiastically take part in the sensory experience of using paint, shaving foam and splashing about in water. They experience the achievement of completing a jigsaw puzzle, or making cakes. Children engage in role play and successfully learn about good oral hygiene routines. The experience of a visiting dentist creates the opportunity for children to follow up their interest. Staff provide interesting resources for children to replicate a dental practice in the role play area, this includes a large rubber model of a set of teeth, borrowed from the dentist, so that children can practice the correct way to clean their teeth. Children enthusiastically offer a full dental check-up as part of their role play, to children and adults. Children and babies are provided with many opportunities to hear and see the printed word, through story telling and singing and have ready access to writing materials. Young children are encouraged to communicate through signs and signals so that staff are able to understand what they want to say. As a result, young children and babies with limited vocabulary are learning early effective communication skills.

Staff work closely with children to help them learn about the effect their behaviour has on others. Overall, children are very well behaved and are eager to apologise to each other when necessary. Young children learn how to share through staff members consistent management of the situation. Staff are kind and patient, which gives children a secure feeling about themselves. Through a positive attitude by staff and managers, all children are learning a mixture of life skills. This includes working together as a team, whether in the dentist waiting room in the role play area, or problem solving when they cooperate in building a tall tower from brightly coloured plastic bricks. Children are independent, they take turns and listen to each other, as well as taking some responsibility for their own learning.

Children's health is improved through healthy snacks and meals which are freshly cooked on the premises. They learn to wash their hands appropriately before meals and after visiting the bathroom. But limited opportunities by staff in the use of tissues does not help children to understand how to prevent the spread of infection. Fresh drinking water is readily available and children know when they need a drink and confidently access their water bottles. Older children learn skills for their future well-being as they take turns to be a 'happy helper'. Their role is to set the table for lunch, laying knives and forks on the table cloth and giving out plates and cups. Children eat well and are provided with their dietary requirements such as vegan and vegetarian meals, in full consultation with parents. Children

pour their own drinks from small jugs and learn social skills while enjoying each other's company around the meal table. Young children learn how to feed themselves in a quiet calm environment in which they can take their time to finish their meal. Babies are lovingly held while being bottle fed and cuddled before going to sleep.

Children's experience of learning about the wider world around them and being part of the local community, is a practical one. They have walks around the perimeter of the airfield where they can watch light aircraft landing. They see squirrels and other wildlife, they collect leaves and flowers and visitors to the nursery helps to increase their knowledge of people who work in the community. Children are taken out for walks each day and have regular opportunity for fresh air, this includes the use of a multiple seated buggy which is pushed by a staff member. Children can sit safely in the seats so that they can enjoy the environment around them in safe and secure equipment. Staff encourage children to celebrate such festivals as Chinese New Year and Easter, through practical activities and stories. As a result, children are learning to celebrate the similarities and differences in a diverse society.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met