

# Bramble Hedge

Inspection report for early years provision

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**Unique reference number** EY392494  
**Inspection date** 05/10/2009  
**Inspector** Shirley Amanda Wilkes

**Setting address** Telford & District Land Registry, Parkside Court, Hall Park Way, Town Centre, TELFORD, Shropshire, TF3 4LR

**Telephone number** 01952423074

**Email**

**Type of setting** Childcare on non-domestic premises

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## 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.

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## Description of the setting

Bramble Hedge Nursery opened in 1998 and has been with its current owners Busy Beas since 2009. It operates from purpose built rooms within the Land Registry building in Telford.

A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.00pm all year round. All children share access to a secure enclosed outdoor play area. The setting supports children with learning difficulties and/or disabilities.

The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 63 children on roll 21 of whom receive funding. During the main school holidays the nursery also provides a holiday play scheme for children from five years to 12 years.

The nursery employs 13 childcare staff. All of the staff, including the manager hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and stimulating environment where they are able to make good progress towards the early learning goals through a varied range of activities that interest them. This is a fully inclusive setting where each child is recognised as unique and the staff ensure that their individual needs are met. There is a good working partnership with parents. However, links have yet to be made with other providers of the Early Years Foundation Stage to ensure that the education provided complements the education received at other settings. There are effective procedures in place to ensure the provision reflects on their practice throughout the nursery and changes are made to benefit the care and education of the children.

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

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

- establish partnerships with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided complements the education received at other settings
- extend opportunities for children to develop their independence and a sense of responsibility during daily routines.

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

Staff have a good understanding of how to protect children. Robust policies and procedures which are effectively implemented by staff ensure their safety is a high priority. Staff are fully aware of the signs and symptoms of possible abuse and the procedures to follow if they have any concerns about a child in their care. The named person responsible for ensuring child protection concerns are dealt with promptly has up to date knowledge and skills and is very clear about her role and responsibilities, including working with other agencies to safeguard children. Thorough safe recruitment practice and the rigorous monitoring of visitors to the setting ensure risks to children are minimised. Risk assessments of the premises have been completed and are reviewed regularly. All outings are risked assessed prior to being undertaken and daily checks are completed on all rooms and the outdoor play area. The setting is proactive in identifying any additional help required for the children and seeks appropriate support from other agencies to ensure that each child benefits from a positive experience.

Effective settling procedures ensure that children settle quickly because they feel reassured by the staff who create an environment which is warm and accepting of everyone. All required documentation is kept on the premises and details the required information regarding children's individual needs. The self-evaluation systems of the provision are good and include input from management, staff, parents and the children. The capacity to make further improvement on an ongoing basis is strong.

Partnership with parents is strong. Parents value the nursery and the care that their children receive. They are fully aware of the observations undertaken on their children and they are invited to contribute their knowledge of their child and also to continue the children's learning at home. As well as the daily verbal communication young children have daily diaries that are sent home each day. Parents receive regular newsletters and are invited in to attend formal parent evenings.

## **The quality and standards of the early years provision and outcomes for children**

All children are fully included within the setting. Staff ensure children are able to access a range of activities and achieve this through equipment being easily accessible for the children. Space within the setting is well organised with children grouped according to age and ability. Children are able to move freely between activities. Older children are able to freely access a variety of writing materials and resources while younger children enjoy exploring sand which enables them to practise their mark making skills. Children develop interests in books from a very early age, staff read books and talk about the pictures to the youngest children whilst the older children access a variety of books in the comfy book area. Print and numbers are displayed in all areas of the nursery with most of the equipment labelled. Children's work is displayed throughout the nursery which builds upon

their self-esteem.

Their technology skills are generally promoted, as they enjoy using the computer with suitable programmes with younger children playing with programmable toys. The group celebrate various festivals, look at other cultures and have equipment which reflects the diversity of society. Adults skilfully and naturally engage with the babies, talking to them as they play and giving them the independence to explore their space while under an ever watchful eye. They fully enjoy following actions when singing, for example, head, shoulders, knees and toes. Children choose from interesting resources, natural materials and follow their interests with persistence and concentration and have confidence to try new activities by themselves, for example, playing with leaves on the floor in the playroom. Children are beginning to understand about the natural world when following the life cycle of frogs when caring for tadpoles and planting and harvesting vegetables. Staff undertake regular observations to record children's progress. These are then used to inform planning which identifies individual children's next steps in their learning. Children are encouraged to develop their independence in most of the daily routines, whilst they help to dish out their meals they do not take part in the preparation of the table.

Children's good health is promoted through effective health and hygiene routines. Staff wear aprons and gloves for nappy changing. Staff are vigilant about hand washing and ensure children wash hands after toileting and before meals, all of which, helps limit the risk of cross contamination. Healthy meals and snacks are prepared on site and these are sociable times with staff sitting with the children and chatting to them. Younger children receive assistance and care at meal times, for example, encouraging one child to feed themselves. Children, enjoy their time outdoors where they develop a good awareness of healthy lifestyles because all age groups make good use of the extensive outdoor play area. Behaviour within the nursery is very good children understand and know what is expected. They treat one another and staff with respect. Staff manage behaviour in a calm quiet manner and are positive role models. Children cooperate well with each other, sharing resources as they construct master pieces from the construction toys. The skills they develop through their time in the setting ensures they are prepared and will contribute to their future economic wellbeing.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

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