

# Holly Bush Nursery

Inspection report for early years provision

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**Unique reference number** EY259769  
**Inspection date** 12/10/2009  
**Inspector** Hayley Lapworth

**Setting address** 146 Upper New Walk, Leicester, Leicestershire, LE1 7QA

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**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

Holly Bush Nursery registered in March 2003. It is situated on Upper New Walk, close to Leicester City centre. The nursery is part of Bush Babies Children's Nurseries Limited. The premises is a converted three-storey house with an outside play area. The setting can be accessed via three steps at the front door and care for children aged two and above is on the first and second floor.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to care for 54 children under eight years. There are currently 62 children on roll, all of whom are within the early years age range. Of these 16 are receive funding for early education. The setting opens five days a week for 51 weeks of the year from 7.45am to 6pm. Children can access a variety of sessions including an after school club and holiday club for school age children. The setting is able to support children who have special educational needs and/or disabilities and those who speak English as an additional language.

There are 15 members of staff working with the children, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Holly Bush Nursery provides children with a welcoming environment and a good variety of experiences which enable them to make good progress in their learning. Overall, children's needs are being met, they are safe and secure because most of the welfare requirements are implemented in practice. Positive links are established with parents and other professionals involved in supporting children's individual needs. Therefore, inclusion within the nursery is effectively promoted. There is generally good capacity for improvement as the staff team are working together to assess and improve the service for children and their families.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 18/11/2009

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

- further develop a culture of reflective practice and self-evaluation to identify

strengths and priorities for development that will improve the quality of provision for all children.

- revisit staff's understanding of how best to keep children healthy with regard to how best to keep children comfortable and safe when dealing with colds.

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

Children are kept safe because the staff are aware of their responsibilities with regard to protecting children. They are aware of procedures to follow in the event of a concern, as they understand how to contact the Local Safeguarding Children Board and Ofsted. Managers and staff have a secure understanding of the signs and symptoms of all types of abuse. Most required information linked to the care of each child is requested from parents at the onset of care. However, information about who has legal contact and who has parental responsibility for the child is not yet fully effective, as it has not been obtained for every child attending the setting. Consequently, this may put the children at risk. Effective procedures for recruitment are in place as each staff member's suitability is thoroughly checked before they have unsupervised access to children. Qualification requirements are exceeded and all staff hold a current first aid certificate. This enhances the quality of the service.

There is a generally good capacity for improvement as a written self-evaluation has been completed in part, however, this is not yet fully effective. The manager and staff team are working together to ensure that areas which need further improvement are identified. There were five recommendations raised at the time of the last inspection, all of which have been successfully met. The management provides effective leadership and the team share good relationships with one another promoting learning and good quality care most of the time. Regular communication and team meetings ensure that staff are all well informed of changes and are given the opportunity to share their thoughts.

Staff have experience of working with the support of local advisors and other professionals in order to provide effective inclusive care for children special educational needs and/or disabilities. They are also beginning to make links with other providers where children attend more than one setting. Good use is made of resources and the environment to promote children's learning both in and outdoors. Staff are deployed effectively which means that ratios are well maintained throughout the session.

Staff develop secure relationships with parents and carers. They value and encourage their contributions as partners in their child's learning. This is achieved through providing them with opportunities to comment on their children's development. Systems are in place to ensure all parents have opportunities to communicate with their children's key workers. Overall, parents are happy with the service, they especially value the flexibility of the sessions which cater very well for parents attending lectures at the local university.

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

Children are happy and confident and enjoy their time in this setting. Staff plan appropriate opportunities and make observations and assessments of the children's learning. Children's key workers respond to their individual learning needs by identifying their next steps. Children are making good progress and their individual interests are included in planning to ensure their continuous development is fully supported. Most staff are knowledgeable about the learning and development requirements within the Early Years Foundation Stage (EYFS) and have a secure understanding of how young children learn. As a result, the children participate in purposeful experiences, which are both adult-led and child-initiated.

Children's language and literacy skills are developing well. Staff spend time with the children in groups and on an individual basis encouraging them to converse. This includes lots of eye contact with babies and responding to their babbling and gurgling sounds. They show a genuine interest in conversations initiated by the children. For example, they listen intently when children share what they know about dragons. Staff then ask them questions to extend their thinking. For example, 'do you know where dragon's live?' and 'where did you learn all about dragons?'. Consequently, children are learning to become good communicators and feel valued.

Opportunities to develop skills in problem solving and numbering are good. Children thoroughly enjoy playing on computer programmes where they follow instructions, such as, 'click the mouse three times'. They point to the screen and count out loud numbers from one to ten with their friends and match written numbers to the number of spots they can see. Children regularly self-select and staff allow the children to lead their own learning. They become involved at appropriate times, for example, to help children when they incorrectly identify number six as number nine.

Children's health is promoted well in most areas. Meals are healthy and nutritious and enjoyed by the children. The environment is well maintained and all rooms used by the children are clean. Posters are displayed in the bathrooms to encourage the children to wash their hands after using the toilet and appropriate resources are provided. However, staff do not always effectively keep children comfortable and safe when dealing with colds. As a result, this may impact on their overall health. Children are learning how to keep themselves safe as they are regularly involved in practising the fire drill.

## 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	3
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