

Gooseberry Bush Day Nursery

Inspection report for early years provision

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Inspector

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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

Gooseberry Bush Day Nursery was registered in 2009 and is one of three day nurseries owned by The Gooseberry Bush Day Nursery Limited. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 60 children aged under eight years at any one time and 24 of these may be aged under two years. Children over the age of eight years are also accepted. There are currently 16 children on roll, 14 of whom are within the early years age range and the nursery is in receipt of government funding for nursery education. Before, after-school and holiday care are offered. The nursery welcomes children with special educational needs and/or disabilities and those for whom English is an additional language.

The nursery is open Monday to Friday from 8am to 6pm all year round, and on occasional Saturdays. It is located within Hullavington Barracks in Chippenham and provides care for children from the barracks and the surrounding areas. The accommodation is a single-storey building with disabled access and facilities. It has large playrooms, a sleep room, kitchen, toilet and staff facilities. There are also enclosed outdoor play areas.

The company employs nine members of staff, including the nursery cook and operations manager. A director holds Early Years Professional Status, as does another member of staff. The staff team includes several staff who are working towards degrees in early years and a high percentage hold Level 3 qualifications in Childcare. The nursery receives teacher support from a director and from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The nursery has only been fully operational for one month, however insufficient attention has been given to ensure that all welfare and learning and development requirements are met. As a result children are not fully supported to help them to progress in their learning and their well-being is compromised. The owners and managers demonstrate a strong commitment to improvement and parents speak highly of staff and the improvements made to the nursery under this new ownership. Inter-agency working is being promoted to support the families using the provision.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that the requirements for adult:child ratios are met (Staffing arrangements) 19/03/2010
- request parental permission, at the time of the child's admission to the nursery, to seek any emergency medical advice or treatment in the future (Safeguarding and welfare) 19/03/2010
- maintain a record of risk assessment that details all aspects of the indoor and outdoor environment that need to be checked on a regular basis and ensure that practitioners routinely assess risks as they arise within the setting (Suitable premises, environment and equipment) 31/03/2010
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 19/03/2010
- maintain policies and procedures required for the safe and efficient management of the nursery and to meet the needs of the children, ensuring that they reflect nursery practice and contain up-to-date information (Documentation) 31/03/2010

The effectiveness of leadership and management of the early years provision

The management team has failed to ensure that all welfare requirements relating to safeguarding are met. Whilst several members of staff have up-to-date training in child protection and the team recognises the importance of protecting children from abuse or neglect the nursery's procedure includes out-of-date information and does not fully reflect the procedures staff at this nursery are expected to follow. The premises are secure, with a fingerprint recognition system installed to ensure that unwanted visitors cannot gain access and children cannot leave unsupervised. Most risks within the premises are effectively minimised but the record of risk assessment lacks information about risks and action taken to minimise them. Children are supervised to keep them safe, however, at the beginning of the day minimum adult to child ratios are not consistently maintained. When children start at nursery personal information is gathered from their parents. Consent to seek emergency medical treatment or advice is not requested from all parents and in the event of a serious accident or injury this could compromise children's treatment. Some parents provide written information about children's interests and abilities.

All children and their families are welcomed into the setting and some consideration has been given to reflect the diversity of those who use the nursery within the setting and how staff can support children who are learning English as an additional language. The nursery environment is freshly decorated and provides

a suitable range of resources that are stored so that children can access them for themselves. During the main part of the day plenty of highly qualified staff are present but an effective key person system is not yet established. Written observations are made of the children at play and added to individual learning story records to share with parents. These observations are not analysed accurately to identify what stage of development children are at and the next steps for their learning. Staff do identify children's interests and this is used as themes for future planning. Plans cover each of the six areas of learning but activities and experiences do not build upon what children already know and can do. Therefore there is a lack of challenge for children. Also although children of all ages are taken out into the nursery garden regularly the learning opportunities of outdoor play are not fully embraced and planning does not include outdoor play.

The management team has ambitious plans to encourage families in the wider community to use the nursery facilities and to develop as a training provider. A system to monitor the effectiveness of the current provision has not been implemented and therefore a number of significant issues have not been identified.

Partnership with parents is prioritised and the management team are working hard to encourage parents new to the barracks to utilise facilities. Two-way verbal communication is encouraged. Links are in place with local children's centres and army welfare services. Basic information is shared between the school children attend and the nursery so that they may pass information on to parents.

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

Children are happy and relate well to staff and other children. They are well behaved and wait patiently during routine activities, often for long periods of time. Children join in planned activities and have some choice in what they do. Staff are responsive to some suggestions from older children to extend activities. The activities planned for the children do not enable the pre-school children to make sufficient gains across the areas of learning given their starting points and capabilities, for example, activities focused on counting to three when even the youngest children within the pre-school group can count competently beyond three. Children are not fully supported to gain skills for the future. There is a lack of information and communication technology resources or activities to support children's learning in this aspect. Many three and four-year-olds talk with confidence to their peers and adults, even those unfamiliar to them. Children who do not speak English or are learning English as an additional language are encouraged to join in activities. However, there is no bilingual support or other methods used to aid their communication, although signing is used in the younger age group. There are few positive images that value children's homelands, ethnicity or culture. There are plans to obtain multi-lingual books. Children like to draw; they draw lines and circles and some draw recognisable figures and try to write their own name. The children initiate some activities themselves and often others join in. For example, a child chalks on the floor, asks an adult to draw around them, then others lie down and children take turns to draw around one another and then around a staff member. They gain physical coordination skills

and look proudly at the shaped outlines created.

Babies receive appropriate support to help them to settle and their care needs are met by staff. Babies snuggle up with staff during story time and musical activities. When they are tired they snuggle into their carers' arms and fall asleep as they are rocked. They are then settled down in the sleep room. Babies have freedom to move around their play room and have a variety of manufactured play resources that they can access for themselves. They are able to explore baskets of natural materials and utensils. Activities such as exploring shredded paper are enjoyed. Two babies sit in a cardboard box filled of paper shreds; they giggle with delight as their carers throw handfuls into the air and the babies watch as it lands on them; a practitioner initiates a game of peepo and beats a rhythm on the box flap creating a fun experience for those involved.

Children learn personal hygiene routines, for example they wash their hands before they eat. They eat a variety of snacks and meals that include plenty of fruit and vegetables. Older children help to prepare their snacks and pour their own drinks. The babies and children are taken outdoors where they can have fresh air and exercise, although the outdoor play equipment available does not promote physical challenge for the children. The children are helped to stay safe because the practitioners are on hand to remind children of safety risks. However, children are not familiar with evacuation procedures because fire drills have not been practised with them.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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