



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 223213

DfES Number: 510360

### INSPECTION DETAILS

Inspection Date 11/03/2004  
Inspector Name Patricia Bowler

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Gooseberry Bush Nursery  
Setting Address 47 Long Street  
Wigston  
Leicestershire  
LE18 2AJ

### REGISTERED PROVIDER DETAILS

Name Bush Babies Children's Nurseries Ltd 3851490

### ORGANISATION DETAILS

Name Bush Babies Children's Nurseries Ltd  
Address The Old School House  
Leicester Road  
Countesthorpe  
Leicestershire  
LE8 5QU

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Gooseberry Bush Day Nursery opened in 1995. It operates from private premises in Wigston serving the local and surrounding areas.

There are currently 74 children aged from birth to 5 years on roll, including 21 funded 3-year-olds and 12 funded 4-year-olds. The setting currently supports children with special educational needs but none with English as an additional language. Children attend a variety of sessions.

The setting operates five days a week all year round and opens from 07:45 to 17:30.

There are 12 full-time staff and 5 part-time staff who work with the children, of whom, 13 hold level 3 qualifications in early years and one more is working towards a recognised qualification. The setting receives support from a teacher/mentor from the Leicestershire Early Years Development and Childcare Partnership.

### How good is the Day Care?

Gooseberry Bush Day Nursery provides good quality care for children. Staff have a good knowledge of the National Standards and supporting criteria and work well as a team, share a common purpose and are fully involved in planning, evaluating and developing practice. The comfortable premises provide a warm and caring environment offering sufficient scope for a range of indoor and outdoor opportunities, including active play and relaxation. The operational plan works well in practice, procedures for deputising are effective and good use is made of staff, space and resources. Documentation is well organised and clearly presented.

Good attention is given to ensure the premises are safe and secure, clean and well maintained and effective policies and procedures are implemented well. These have a positive impact on the safety and welfare of the children. Staff have a high level of awareness of all risks to children's health and safety. They recognise children as individuals meeting their differing needs well and implement child protection procedures which are robust and fully understood to work in practice.

Varied play activities allow children to develop necessary and important skills and these are well planned and presented to offer exciting and interesting opportunities to enhance children's overall development. Behaviour is generally managed well and children are confident and well behaved and respond to consistent expectations.

Staff build positive relationships with parents to provide consistent care for children and there are effective recording systems to ensure parental views are acknowledged and respected. Parents receive very good information about the setting with a clearly written and informative prospectus. Good quality records containing important information about children's individual needs are maintained. Staff are available to discuss issues on a daily basis and there are good opportunities to share children's progress.

### **What has improved since the last inspection?**

Since the last inspection the group have improved documentation and procedures to record children's attendance, accurate and detailed accident information, revised the behaviour management policy to include reference to bullying, inclusion in the child protection policy of procedures to follow in the event of an allegation against a member of staff and procedures for the conduct of outings and for the event of a lost or uncollected child. This has resulted in clear policies and understanding to ensure the welfare of children is maintained.

A comprehensive risk assessment has been conducted with effective systems to monitor and review identified risks accessing the baby room to impact on the overall care and safety of children in this area. Equipment to promote positive images relating to equal opportunities increases children's knowledge and understanding of their environment and the wider world in which they live.

### **What is being done well?**

- The premises, including the outside area, are safe and secure and staff plan and organise resources to provide an environment to nurture and encourage children's overall development.
- Children's individual needs are recognised and developed with the provision of a wide variety of play opportunities to support their progress. They have opportunity to select and access activities independently with good support and interaction from the staff.
- Effective systems and routines ensure all areas accessed by children are clean and well maintained. Staff promote children's health, safety and welfare with a clear understanding of comprehensive policies and procedures.
- Information relating to the setting is easily accessible to parents. Good relationships are maintained to provide effective channels of communication.

### **What needs to be improved?**

- the procedures to ensure strategies for behaviour management promote the development of all children.

### **Outcome of the inspection**

Good

### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
11	Ensure adult handling of behaviour is consistent and developmentally appropriate, respecting individual children's level of understanding and maturity.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Gooseberry Bush Nursery provides a stimulating and happy environment where children are making very good progress towards the early learning goals. Children are progressing well for their ages and stages of development. All areas of learning are covered and only two points for consideration have been raised in the areas of personal, social and emotional development and mathematical development.

The quality of teaching is very good and staff have a good awareness of the early learning goals and how they may be achieved. Planning is effective in delivering teaching to children and assessments are comprehensive and indicate what children have achieved and what they need to learn next. Staff interact very well with the children and have high expectations of their behaviour, children are well behaved and able to share routinely. Staff use excellent questioning skills to promote children's learning.

The leadership and management of the setting is very good. The proprietor leads a committed team who work very well together. They are supported by an appraisal system which is linked to staff development and a commitment to training both external and in-house. Staff deployment enables children to benefit from small group work and learning is supported by good quality resources. Policies and procedures are in place which all staff are aware of and regular staff meetings ensure that information and training is cascaded.

The partnership with parents is very good. Parents receive a good range of information about their child and the setting and are encouraged to be involved in their child's learning. Parents are informed of their child's progress on a daily basis and this is supplemented by a daily written progress report. Information regarding topics covered is made available for parents and a key worker system ensures that staff are well placed to impart accurate information to parent's about their child.

### What is being done well?

- Staff work very well as a team and planning is particularly effective in ensuring that all areas of learning are covered. Assessments clearly show children's achievements and what they need to learn next.
- Children's personal, social and emotional development is very well promoted, children are well behaved, sociable and can work co-operatively and take turns.
- Staff and children have very good relationships which encourages and motivates children to learn and enjoy activities. Staff use an excellent range of questioning to encourage children to think and predict.
- Parents receive a very good range of information about the nursery and their child and are encouraged to be involved in their child's learning. The nursery

welcomes feed back and is committed to acting upon constructive suggestions.

**What needs to be improved?**

- opportunities for children to increase their personal independence in the area of drink pouring
- opportunities for children to be able to count in everyday situations.

**What has improved since the last inspection?**

The nursery has made very good progress since the last inspection. Planning now covers all areas of learning and is monitored to ensure this. Input has also been requested from the mentor teacher in some areas of learning. Staff training is given a high priority and at least one staff member applies for every course offered. Training is cascaded to other staff at staff meetings and members of staff also give talks on topics they have researched.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident to speak and enjoy sharing topics of interest with the larger group. They are able to form good relationships with everyone and are able to work co-operatively. Children do not always have opportunities to develop their independence at break time. Staff have high expectations of children's behaviour which they are able to respond to, children can sit quietly in a group situation and are beginning to understand the consequences of their actions.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to use language to negotiate and share and are beginning to use words to organise real experiences. Some children are able to write their own names and are making progress towards forming recognisable letters, younger children are able to paint and draw and ascribe meaning to marks. All children enjoy stories and are able to listen and join in with their favourites. Children are using books for pleasure and older children can recognise simple words.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children can count reliably up to 10 and some older children are making good progress beyond this. Although, children do not always have opportunity to use counting in everyday activities. Children are very good at recognising complex three dimensional shapes and using appropriate language to describe these. They are also able to recognise these shapes in other contexts. Children are beginning to use words to compare size, position and shape and can match and sort in sequences.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a good understanding of the world around them by the exploration of life cycles and other natural events. Children are aware of their families and their place in it and opportunities are taken to introduce children to a range of other cultures and beliefs. Older children are very skilled at using the computer and programmes as a source of information and pleasure. Children are able to construct and design with a purpose and are attempting to copy complex patterns.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

The development of children's physical skills are encouraged by the use of a range of equipment and tools and children are able to select suitable tools for their purpose. Children are aware of their own and other's space and can negotiate around this. Children are able to move with confidence and control and are developing an awareness of what makes them healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have good colour recognition and have access to a wide range of materials which they use for imaginative creation. Children are able to use their imagination in role play and free time activities and are able to sing songs from memory and move to music. There are many opportunities for children to experience different textures and craft activities and they have created props to support their role play.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to the following:
- increase opportunities to maximise children's personal independence in the area of pouring drinks;
- increase opportunities for children to use numbers in everyday activities.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*