



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223195

DfES Number:

INSPECTION DETAILS

Inspection Date 28/04/2003
Inspector Name Mark Evans

SETTING DETAILS

Setting Name Blueberry Bush Day Nursery
Setting Address 40 London Road
Leicester
Leicestershire
LE2 5DH

REGISTERED PROVIDER DETAILS

Name Bush Babies Children's Nurseries Ltd 3851490

ORGANISATION DETAILS

Name
Address

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

The Blueberry Bush Nursery is one of five private child care settings owned by the same company provider. It has been established since October 2000 and is registered to provide care for no more than 52 children under five years; of these, not more than 30 may be under three years, and of these, not more than 18 may be under two years at any one time. The nursery is open from 7.45am to 6.00pm, Monday to Friday, for 51 weeks a year and offers both full and part time care. The nursery mainly caters for parents who live in Oadby and the surrounding suburbs. The Blueberry Bush nursery is purpose built operating on ground level with three large rooms. Children are grouped in the rooms according to their age. There is also an enclosed outdoor play area with a rubberised safety surface. The nursery has been designed so that a service can be offered to people with disabilities and there is an access toilet and a ramp to the outside play area. Currently there are over 100 children on the register of whom there are 18 three-year-olds and three four-year-olds receiving nursery education funding. No children at present have special educational needs or have English as an additional language. There are 16 staff members employed to work at the nursery and of these, eight have a relevant childcare qualification. The nursery receives support from the teacher mentor from the Early Years Development and Childcare Partnership. The nursery also has an Investors in People award and is working towards 'Quality Counts' and 'Learning Champions' validation.

How good is the Day Care?

The Blueberry Bush Day Nursery provides good quality care for children. There are sufficient staffing levels maintained at the setting with a good number of qualified staff. The nursery has a good range of equipment to support children's care, play and learning opportunities. The premises are maintained to a high standard and are in a good, secure and safe condition. Written risk assessments are completed and help to provide a consistent level of safety inside and outside the premises. Care for younger children is very good. There are good levels of communications between staff and parents which includes written information provided each day on the child's experiences and care patterns. Staff have good relationships with the children which

helps to foster co-operative and helpful attitudes. Staff are aware of any individual dietary needs of children and this is accounted for each day. The setting provides meals and snacks, for the children, which are varied, well presented and of good nutritional value. Staff have a good attitude towards working in partnership with parents and maintain confidential records in order to have relevant contact details, to meet the individual care needs and to monitor children's development. Records are in good order, although parents must sign the records of medicines administered to children to acknowledge the entry.

What has improved since the last inspection?

There were no actions imposed from the previous inspection.

What is being done well?

The setting employs and deploys a high number of level three qualified staff. (Standard 2) The premises are maintained to a high standard and are welcoming to parents and children. The design and layout of the setting is spacious, light and airy. (Standard 4) There is a good effective system for keeping the premises safe and secure. (Standard 6) Meals are varied, well presented and of good nutritional value and they cater for children's individual dietary needs. (Standard 8) Staff have high expectations of children's behaviour and their handling of any issues is consistent. Staff praise and encourage children with their efforts and appropriate behaviour. Children are co-operative and helpful to each other and with staff. (Standard 11)

What needs to be improved?

the records for the administration of medication so that they include the parent's signature to acknowledge each entry. (Standard 7)

Outcome of the inspection

Good

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
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The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	ensure that records for the administration of medicines include the parents signature to acknowledge the entry. (Standard 7)

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

How effective is the nursery education?

The Blueberry Bush Day Nursery provides a welcoming environment where children make generally good progress towards the early learning goals. More able children are able to form recognisable letters, write their name and are beginning to link sounds to letters. Children have opportunities to use their imagination through various activities, including role play. There are regular opportunities for children to progress in their physical development. The quality of teaching is generally good. Staff have good relationships with children and they have a key worker system which supports children's learning. Staff encourage and praise children for their efforts and achievements which promotes good behaviour and self esteem. There needs to be some improvement in the planning of the curriculum so that the aims of activities are clearly identified. The leadership and management of the pre-school is generally good. The manager has a constructive approach to reviewing organisation and practice issues and presents as a good role model to staff. The partnership with parents is generally good. Staff have developed positive, constructive relationships with parents who receive good communications from the pre-school, including written and verbal information. Parent's evenings provide an opportunity for staff to formally share information on each child's development.

What is being done well?

Children's personal, social and emotional development. They have good levels of concentration, take turns, negotiate with each other and are co-operative. Children have good opportunities to talk about their home life experiences and to discuss their environment. Children are developing good large motor skills. They can climb, go through, under, negotiate others and have good spatial awareness. Staff provide a warm, welcoming environment for children. They encourage and praise children for their efforts and achievements which promotes good behaviour and self esteem.

What needs to be improved?

the planning for children's curriculum so that aims of each activity are clearly defined. the identification of what each child could usefully aim for in relation to the stepping stones and early learning goals so that the information can be used when planning activities.

What has improved since the last inspection?

This is the first nursery education inspection since validation.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress with their personal, social and emotional development. They concentrate well in small groups and are confident to talk about their home life experiences within larger groups, which are adult led. Children can take turns, negotiate with each other and are co-operative. They are generally aware of staff expectations and boundaries and are well behaved.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children's progress in this area is generally good. Their language is extended by staff support within their activities and play. They have opportunities to practice meaningful writing. More able children are able to form recognisable letters, write their name and are beginning to link sounds to letters. There need to be more opportunities to develop children's understanding that print has meaning.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress with mathematical development. Children can count from 1 to 10 and above. More able children are able to recognise numbers under 10 and can recognise shapes. They are developing language which is linked to mathematical development. There are limited opportunities for children to use addition and subtraction.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children are making generally good progress with their development for knowledge and understanding of the world. They use technology, including a computer, to support their learning. Children are developing good skill with construction activities and can use their imagination to build with various materials.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children's physical development is generally good. They are developing good large motor skills. In general children can climb, go through, under, negotiate others and have good spatial awareness. They are able to use and manipulate a variety of tools and materials effectively. Children are developing awareness of changes to their body when active.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's progress in this area is generally good. They are able to use their imagination through various activities, including role play and acted movement.	

Children enjoy rhymes and singing and can recall simple songs from memory. There are limited opportunities for children to respond in a variety of ways to their senses ie. smell, feel and hearing.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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

Key issues: Improve planning for children's curriculum so that the aims of each activity are clearly identified. Identify what each child could usefully aim for in relation to the stepping stones and early learning goals and the use of this information for planning activities.

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.