



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 223194

DfES Number: 539386

### INSPECTION DETAILS

Inspection Date 19/08/2004  
Inspector Name Judith Chinnery

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Blackberry Bush Day Nursery  
Setting Address The Old School House  
Leicester Road  
Countesthorpe  
Leicestershire  
LE8 5QU

### 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

The Blackberry Bush Day Nursery opened over four years ago, it is one of four nurseries in the Bush Babies group. It operates from a renovated school building providing four child care rooms. Children attend from the village of Countesthorpe and the surrounding area.

There are currently 104 children from birth to five years on roll. This includes 20 funded three-year-olds and 11 funded four-year-olds. There are no children with special educational needs or who have English as an additional language.

The group opens five days a week all year round. Sessions are from 07:45 until 18:00. Children can attend a variety of sessions.

There are 21 members of staff working with the children, 11 of which, work part time. There are 16 members of staff who have early years qualifications, while three members of staff are currently on training programmes. The setting receives support from a mentor teacher from the Leicester City Early Years Development and Childcare Partnership. They have also received the National Day Nursery Association Quality Counts Award.

### How good is the Day Care?

Blackberry Bush Day Nursery provides good care for children. The staff are well organised and work closely with the children in all areas. Space is well planned and used effectively to enable children to play freely and safely. A warm and welcoming environment is created with attractive décor and displays of the children's own work. Resources are plentiful and used effectively to support learning. Staff are aware that they need to continually keep themselves informed regarding future early years developments. Tidy and up to date records are kept, as well as suitable policies and procedures, contributing to the safe and efficient running of the setting.

Staff have a good knowledge of safety and ensure that suitable and appropriate safety precautions are maintained. Good hygiene routines are followed particularly in

the baby room where toys and equipment are regularly washed. Equality of opportunity is promoted well by staff who are careful to obtain correct information about children's needs and to include all children in activities such as cooking. Staff have a sound knowledge of local child protection procedures.

Children have access to a wide range of worthwhile activities. Staff observe children regularly and usually use this to plan and provide activities which are built on their interests and needs. A variety of cause and effect toys, messy play and outdoor experiences enable the under twos to explore their environment and develop good early language and physical skills. Staff support the older children well in developing sound skills in maths, through everyday routines, as well as language, creativity and imagination. Children behave well in the setting, supported by staff who are consistent, fair and set clear boundaries.

Partnership with parents is good. Staff take time to share appropriate information about the children's care with parents ensuring that wishes and routines are followed particularly in relation to baby routines.

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

At the last Children Act Inspection, the nursery agreed to make some improvements to their record of visitors and to the provision of equipment in the baby room. The setting now ensures that the visitors' record is accurate and up-to-date, contributing effectively to the efficient running of the setting. Equipment in the baby rooms is comfortable and appropriate, enabling young children to move around easily and be cared for safely.

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

- Space is well planned and organised to enable children to play freely. Staff are well placed in each area to meet the needs of all children.
- Staff greet children individually, while attractive décor and displays of children's work ensure that families are warmly welcomed into the setting.
- Provision for children under two is good. Staff are careful to meet individual needs for eating and sleeping and to exchanging information with parents.
- Good relationships between staff and children promote a nurturing and supportive environment in which children can grow and learn effectively.
- Records, policies and procedures are kept up to date and effectively contribute to the safe and efficient running of the setting.

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

- systems which enable the setting to keep abreast of future developments in early years practice.

**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
2	continue to develop systems which enable the setting to keep abreast of future early years developments and which ensure that these are embedded into practice.

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

### How effective is the nursery education?

The provision provides good quality nursery education overall which enables children to make generally good progress towards meeting the early learning goals with very good progress being made in some areas such as maths.

The quality of teaching is generally good.

Staff use their sound knowledge of the early learning goals to provide a wide range of worthwhile activities. The use of different teaching methods such as small and large groups enable staff to maintain a good balance between adult and child led activities. Children's behaviour is managed effectively with staff offering support to children to resolve their differences. Suitable systems to regularly observe and record children's progress are in place as are formats for planning. However, the two systems do not link clearly together resulting in the provision of activities which are not always based on children's interests or the next steps needed. Plans do not take account of children's differing abilities and stages. The challenge offered to children, particularly 4-year-olds is not sufficient, nor do staff have high enough expectations of the children to reduce noise levels and to listen well.

The leadership and management of the nursery is generally good. The experienced manager is a good role model for the staff, for example in story telling. An effective appraisal system identifies the settings strengths and weaknesses, while their commitment to improving the provision is seen in a recent reorganisation of rooms. However, the educational provision is less well evaluated and monitored.

Partnership with parents is very good. Parents are well informed about the educational provision through attractive notice boards and newsletters. Regular parents evenings provide good opportunities to discuss children's progress and monthly home activity sheets effectively involve parents in their children's learning.

### What is being done well?

- Good progress is being made in personal and social development. Children are confident and keen to learn and enjoy close and warm relationships with each other.
- Children's mathematical skills are good. They count confidently and willingly attempt to solve simple problems.
- Children are enthusiastic in their exploration of early science in how things work and grow such as growing beans.
- Behaviour is very good. Staff are consistent and fair and support children well in resolving their differences.
- Partnership with parents is very strong. Parents are well informed about their

child's progress and effectively involved in their child's learning through the home activity sheet.

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

- links between the assessment of children's progress and planning
- identification of learning intentions which take account of children's differing abilities
- challenge offered to children, particularly to four-year-olds in communication, language and literacy, physical development and creativity
- expectations to reduce noise levels and children's ability to listen.

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

At the last Nursery Education Inspection the setting was asked to improve the information given to parents about their provision and curriculum.

The setting has made generally good progress and have made significant improvements to the information given to parents. A prospectus, newsletter and information board give good explanations about the early learning goals and activities provided. A monthly home activity sheet also keeps parents informed of current topics and songs and gives good ideas for activities at home which will support children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and confident learners eagerly leaving their carers to become involved in activities. Relationships between children are good, many form close friendships with others. Younger children are willing to tackle self help tasks and older children operate virtually independently in the setting putting on their own shoes. Behaviour is good with older children able to resolve differences with little adult support. Most children have a good sense of belonging to the group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak well using sentences with a growing vocabulary. Most children willingly initiate conversations with adults. Children are developing a knowledge of sounds and enjoy rhyming words. They handle books carefully and ably use the pictures to retell favourite stories to each other. Mark making skills are developing well with children able to hold pencils correctly, however, 4-year-olds are less experienced with writing letters such as their names. Listening skills are less well formed.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's counting skills are strong. The 3-year-olds count confidently well beyond 10 while 4-year-olds ably recognise some numerals and can match a number to a set of objects. Children are beginning to develop sound skills in simple calculating problems confidently adding and taking away in songs and rhymes as well as recognising when they have the same quantities of milk and juice. Children are knowledgeable about shape and use size language such as small medium and large correctly.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enthusiastically explore their environment, how things work and grow with projects such as growing beans. Their own models of transport show a well developed ability to join and design with purpose. Children use the computer and mouse deftly and can operate simple electronic equipment such as tape recorders easily. They have a lively interest in familiar people and the world around them through visits from local services such as the police. Knowledge of other cultures is growing.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Most younger children are developing good large body skills, moving purposefully in a variety of ways such as jumping and hopping. They negotiate skilful pathways around the room and can stop and start effectively when playing the traffic light game. Children's hand skills are good, most children handle dough and use cutlery safely and deftly. However, progress for four-year-olds in developing their climbing and large body skills is limited as is their understanding of healthy practices.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children enjoy creating their own art work and three dimensional models using a variety of colour and textures knowledgably. Most children sing confidently and know a growing repertoire of songs and rhymes. Imaginative skills are well developed with 3-year-olds using props such as dressing up clothes well to support their play while older children are beginning to involve others in simple plots. However, 4-year-olds are less experienced in using music and recreating rhythm in response to music.

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



## **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: THE KEY ISSUES**

- develop links between the assessment of children's progress and planning to show how plans are based on children's interests and what they need to do next. Ensure that plans identify learning intentions which take account of children's differing abilities.
- ensure that four-year-olds are sufficiently challenged, particularly in communication, language and literacy, physical development and creativity. Increase expectations to reduce noise levels to encourage children to listen better.

*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.*