

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 36 children on roll, 33 of whom are within the early years age range. The nursery provides free early education for two, three and four year olds. Before, after-school and holiday care are all offered. The nursery makes provision for children with special educational needs and/or disabilities and for many who learn English as an additional language.

The nursery is open Monday to Friday from 8am to 6pm all year round and on some Saturdays, with the exception of public holidays. It is located within Hullavington Barracks near Chippenham and provides care for children from the barracks and the surrounding rural areas. It provides playrooms, a sleep room, kitchen, toilet and staff facilities. There are also enclosed outdoor play areas.

The company employs nine members of staff, including a 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 appropriate early years qualifications at level 3. 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 good.

Children are happy and settled in this nursery where their individual welfare, learning and development needs are met well, so all make good progress, including those with additional needs. Excellent use of resources contributes exceptionally well to the progress children make. Children's welfare is supported effectively through well-organised systems. Staff work together effectively and form extremely positive relationships with other professionals to meet children's needs; partnerships with parents support learning well, overall. The staff team demonstrates a strong desire to offer high quality provision and has improved outcomes for children significantly since the previous inspection. Effective systems are in place to continue monitoring the provision and move it forward, in order to maintain improvement.

What steps need to be taken to improve provision further?

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

- further develop engagement with parents through seeking their views on the provision and by ensuring the new assessment system is understood, giving them every encouragement to contribute to their children's records.

The effectiveness of leadership and management of the early years provision

Strong leadership from the nursery's senior management, with clear support from its parent company, results in effective monitoring of the nursery provision to identify and address required improvements. For example, staff have regular appraisals that identify further training and development needs, so continuing their personal and professional development effectively. This helps them support the children well. Staff are extremely well motivated, enthusiastic and work together closely to provide a welcoming, attractive environment where children's welfare, learning and development needs are met effectively, following the clear lead given by senior staff.. There are robust procedures to ensure that all staff are appropriately vetted as being suitable to be with children. Staff have updated their training to support them in maintaining children's welfare. They use effective systems to prevent the spread of cross-infection; for example, all playrooms and associated equipment are checked daily to ensure a clean and safe environment. All this contributes to children being safeguarded effectively.

All staff develop effective partnerships with parents, overall. Parents receive good information about the provision. There are newsletters and bright display boards with a wealth of information. Parents are open and candid with their views on the nursery, stating their children are happy and enjoy attending. They value the regular exchange of information that enables staff to take account of children's learning at home when planning future activities for children. However, whilst the new assessment system works effectively in the nursery, staff do not ensure that parents understand it or encourage them to contribute to it. Children who learn English as an additional language are extremely well supported; staff have highly effective relationships established with other professionals involved with the children and holds the county's story bag collection, for example. Staff regularly evaluate their practice, doing so effectively, and are very responsive to the individual needs of children; for example, by introducing the new assessment systems across the nursery to record children's progress. They do not seek parents' views on the nursery provision, however, to further aid the evaluation process.

The nursery environment is welcoming and very child-centered, with a variety of children's creations on display. Resources are used exceptionally well to promote learning. For example, many are kept in low-level storage units, which ensures all children access them easily, so promoting their independence and ability to make choices. The nursery goes to considerable lengths to provide additional help for those learning English as an additional language, such as help from bilingual adults.

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

Children settle well and become secure and confident in the nursery. An effective key person system ensures that children are cared for by those familiar with them. Staff clearly know the children well and they have a good understanding of how children progress. There are Individual records in place for all children, which include observations and photographs that help inform accurate assessments of children's progress. The new assessment system tracks and follows each child through the six areas of learning with their individual progress throughout their time at this nursery, although staff do not encourage parental input to further pinpoint children's achievements.

Staff provide children with learning experiences based on practical, exploratory play. Children experience a good range of activities. Babies in the 'Jelly Fish' room explore the feel of textures as they splash warm water or discover how shredded paper feels to touch. They see how it sticks to clothes, yet falls from hands. Toddlers in the 'Turtles' room are encouraged to freely select activities for themselves and become engrossed in their play. They learn to share items, such as a glitter container. As they develop their speech and learn to form words, they ask for things with confidence. Staff give clear explanations about their expectations, for example, the need to wear aprons when painting or using glue 'to keep your clothes clean'. Staff in the pre-school room, 'Sharks', use children's interests in the world around them to develop conversation skills, such as when building a toy stable, complete with horses. Children gain other useful skills for their future lives; for example, they develop early numeracy during a well-planned, adult-led activity based on '10 Green Bottles'. Staff resource the activity extremely well, using plastic green bottles. Children are encouraged to count by placing a hand on each remaining bottle. They laugh and chat as they continue on with the activity, showing their enjoyment. This repetition of the game is a good way of embedding understanding of words for children learning English as an additional language. The outdoor area is used effectively to support learning. Children to grow vegetables, negotiate around others as they use a range of wheeled toys, and skillfully climb and balance on wooden logs. In the 'Sensory room', children make full use of interesting equipment, such as light reflectors and varied textures to stimulate the children's emotions, senses and enjoyment.

Children's welfare is well supported and promoted. Children enjoy a range of nutritious meals, freshly cooked on the premises. Staff liaise with parents to ensure that the food is suitable for their children's needs. Good hygiene procedures are followed. Children become confident in following hygienic practices, such as using the soap dispenser when washing their hands. Children are taught to keep themselves and others safe and to care for the environment. For example, they assist in tidying toys away when they have finished using them.

Children's behaviour is well managed as they are gently helped to be considerate of others and as a consequence, their behaviour is very good. Children are active, inquisitive learners as a result of the stimulating environments provided by staff. They are beginning to understand the wider world through activities associated

with a range of different cultures.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| 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 | 1 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 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 | 2 |
| 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

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| 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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