

Blackberry Bush Day Nursery

Inspection report for early years provision

Unique reference number 223194
Inspection date 17/01/2011
Inspector Justine Ellaway

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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

Blackberry Bush Day Nursery is one of six nurseries owned by the same provider. It opened in 1999 and operates from a renovated school in Countesthorpe, Leicestershire. The nursery is open each weekday from 7.45am to 6.00pm all year round. All children share access to an enclosed outdoor play area. The nursery is accessible.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 54 children may attend the nursery at any one time. There are currently 90 children on roll, all of whom are within the early years age range. The nursery currently supports children with special educational needs and/or disabilities.

There are 19 members of staff, 17 of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. Three members of staff have a relevant Early Years degree and two members of staff have recently achieved Early Years Professional Status. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well supported to ensure their inclusion in this welcoming environment. They make good progress in their learning and development with most systems well established. All of the required information is gathered and maintained to effectively promote children's welfare. Partnerships with parents promote consistency of care for children who attend. Partnerships with other organisations are in the vast majority of cases well developed to support children's care, learning and development.

What steps need to be taken to improve provision further?

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

- analyse observations and highlight children's achievements or their need for further support to ensure their progress towards the early learning goals
- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded due to effective policies and procedures. All of the required information is gathered and maintained. Recruitment procedures, along with induction and appraisal are thorough and consistently followed. The

designated child protection officer is clear of the role and responsibilities and how to progress any concerns. Risk assessments are reviewed regularly and include all areas that children access. The safety of the premises is controlled with fingerprint recognition which prevents unknown adults entering the building and promotes children's safety.

A strength of the setting is the commitment to the inclusion of all children. Careful consideration is given to the options available, and adaptations are made which enable children to take part in activities without being identified as different from others. Parents receive useful information via verbal feedback, a daily photographic display and opportunities to view their child's learning record and meet with their keyworker. The setting is proactive in working with other agencies to support children's needs, for example, undertaking medical training. They make good use of their local authority support worker to gain feedback on practice. Systems to share information when children move to school are in place. However, the setting has not yet fully developed a working relationship with other settings that children attend to promote consistency in their learning and development.

Staff have clear roles and responsibilities which supports the daily routines and setting up of activities. They regularly communicate with other adults in the room to ensure children's needs are met. Children have access to a good range of resources overall. There are suitable toys and resources and activities that promote children's understanding of the wider world. When selecting the story for the room, staff try and link this in with things that are happening in the children's lives. Very good use of the space is made in the older age group, with constant free flow to the outdoor area. As a result, children spend long periods of time engaged in activities that they enjoy. Their choice and decision making is well promoted as they choose what they do during the day. The interesting use of a large open front tent in the baby room provides a den like environment that children like to crawl into.

Three of the staff team have a high level qualification and the setting is proactive in supporting staff to undertake relevant training. All staff have undertaken training to support children's speech and language development across the nursery. When evaluating practice the staff team are honest and realistic about where the areas for improvement lie. A useful action plan helps to bring together the priorities for improvement, which benefits the outcomes for children.

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

Children make good progress in their learning and development. Staff are effective in their interaction with children, particularly in the older age group, to support children's learning and development. Children join in with activities with enthusiasm and enjoy their time at the setting. Younger children demonstrate they feel comfortable and secure with staff, for example, cuddling whilst going to sleep or being fed. Planning provides a range of activities that cover the areas of learning.

Older children love the outdoor space which is a stimulating space and provides physical challenge with the large play equipment. They walk across a high balancing beam and climb the steps to the slide. They use their imagination as they make up games and pretend they are going on journeys. Children use the chalks and board to write and draw and make good attempts to write their name. They thoroughly enjoy opportunities to be creative and spend time doing free painting and sticking, perfecting their work over a period of time.

Children enjoy listening to stories and looking at books. Younger children hold a book whilst looking at the pictures and attempt to turn over the pages. They crawl around and reach for the toys and resources, holding and exploring them to see how they work. They develop an early understanding of information and communication technology as they learn to press buttons, turn dials or lift flaps. Children in the baby room join in enthusiastically with a singing activity and attempt to clap or move their hands to the actions. They cheer and laugh when the song is finished.

Children have access to toys and resources that support their understanding of numbers and shapes. Staff encourage children to compare shapes and to use size language during play. Children use cutlery well at lunch times to eat their meal. They learn about living things as they help to feed and clean out the nursery fish. Staff support their language skills through discussions and for younger children encourage them to repeat and learn simple words.

Children behave well and develop good relationships with others. They share and take turns with the toys and resources. They are patient and recognise when something is an accident. For example, a child accidentally drops a pen on another child's wet painting, however, there is no fuss about this. Children practise how to safely cross the road to support their understanding of keeping themselves safe. They demonstrate they clearly understand how to use the equipment, for example, sitting at the end of the balancing beam before attempting to get off. They enjoy healthy meals and snacks to support their understanding of a healthy lifestyle. They understand when they need to wash their hands and older children do this independently.

A system to record children's progress is suitably established with an individual file for each child. Staff make relevant notes of what children can do. However, minor weaknesses in the recording and analysis of the information means that the system is not fully effective in identifying children's next stage of learning.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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

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

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

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