

# The Bush Nursery

Inspection report for early years provision

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**Unique reference number** 142802  
**Inspection date** 01/11/2011  
**Inspector** Mary Daniel

**Setting address** The Bush Nursery, Pilton, Shepton Mallet, Somerset, BA4 4HP

**Telephone number** 01749 890327

**Email**

**Type of setting** Childcare - Non-Domestic

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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

The Bush Nursery was registered in 2000. It is a privately owned nursery and operates from a detached house in Pilton, Somerset. Children have use of a main play room, conservatory and toilet facilities and there is an enclosed, garden area available for outdoor activities. Children have supervised access to ponies, rabbits and the family dog and cat.

The nursery is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery may care for a maximum of 11 children aged from one to under eight years who, all may be in the early years age group at any one time. There are currently 23 children on roll, who are all in the early years age group. The nursery provides funded nursery education for three- and four-year-old children. It is open each weekday from 8am to 6pm all year round. There are three staff employed, who all have relevant qualifications in childcare and early years education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and respond easily to friendly staff who know their individual needs well through ongoing liaison with their parents. They enjoy interesting play experiences that support their learning, although assessment and organisation of routine activities are not fully developed to help them progress. Operational procedures effectively support children's well-being in most areas of practice, although systems to record children's attendance vary and an outside area is not secure. The nursery has satisfactory capacity to maintain improvement as staff evaluate activities and review aspects of their practice. However, evaluation systems are not yet sufficiently established to ensure all aspects of the provision are regularly monitored. This has resulted in a breach of requirements relating to registration numbers.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain an accurate daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) 02/12/2011
- assess the risks to children in relation to the yard area and take action to minimise these. (Suitable premises, environment and equipment) 02/12/2011

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

- develop the systems of self-evaluation to identify strengths and priorities for development in all aspects of provision and how these will improve outcomes for children
- develop the systems of planning and assessment so that activities are modified or extended to appropriately challenge the existing skills and abilities of all children
- review the organisation of everyday routine activities, such as snack time, to maximise learning opportunities for all children.

## **The effectiveness of leadership and management of the early years provision**

Children are satisfactorily safeguarded. Their welfare is supported as the manager has completed relevant child protection training and is aware of suitable procedures to follow should a concern arise. Overall, the organisation of the provision supports children's well-being. However, the system of recording their hours of attendance is not effective in providing an accurate record. A balanced, daily routine is maintained for children, although at times the provider is caring for more children than the agreed conditions of registration allow. This is an offence and a breach of the legal welfare requirements. Risk assessments are completed to help reduce accidents and, overall, suitable safety prevention is in place. However, the yard area is not sufficiently secured to prevent children accessing areas between or behind the buildings in this section of garden. This impacts on children's overall safety.

Children's awareness of diversity is soundly promoted through planned activities to explore music or foods from different countries, such as Africa or India. They play with resources that reflect other cultures, such as Chinese figures; they see tents and caravans in nearby fields, which helps them understand how others live. They are recognised as individuals though some everyday routines, such as meal times, are not well organised so that children participate and socialise effectively. For example, the seating arrangements do not always fully promote inclusion. Children play in a comfortable, homely environment where they can move around easily to make their choices in play. They stretch out to play with cars and tractors on the road mat or use spades and containers to make sandcastles outside in the sand-pit. Such activities suitably support the development of their imagination and coordination skills.

Recommendations made at the last inspection are being addressed and improvements have been made in some areas. For example, sturdy, child-sized chairs with arm surrounds now help younger children feel secure when seated. Some aspects of the provision, including planned activities, are evaluated to improve outcomes for children. A new system to help monitor practice is being introduced, although this is in its infancy and evaluation, overall, is limited. This impacts on the effectiveness of how requirements for registration are met.

Children benefit from positive relationships formed between parents and staff,

which help them feel reassured and settled. Parents are kept suitably informed of their child's progress at the nursery through discussions with staff. They receive regular information on events and changes within the nursery and planning is displayed to inform them of current activities. Partnerships with other providers caring for children are actively sought as appropriate though, currently, there are no children on roll who attend another setting.

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

Children are content and interact happily with their peers. They are keen to explore the play areas and most settle to activities easily. For example, they join their friends in the home corner and talk together about what they need to make 'soup' on the toy cooker. Children enjoy playing in the garden and work together cooperatively, for example, filling the toy cement mixer with earth to make 'chocolate mud pies'. They learn about their community as they help to stuff a scarecrow with straw for the church's harvest festival display. All children have fun making patterns in shaving foam or as they explore paint, 'gloop' mixture or jelly. These activities soundly encourage children's early writing skills and their discovery of different textures and colours. Some everyday routine activities, such as meal times, are not so well organised to encourage children's social and independence skills. Children are not fully involved in pouring out their own drinks or helping to prepare snacks or laying out the meal table. Consequently, at times their learning opportunities are not effectively maximised.

Planning and assessment systems show that a variety of activities are offered, which encourage children's exploration and curiosity in their play. Staff's observations of children's achievements help to identify some of their next steps of development, although these are limited overall. This impacts on information available to parents on their child's progress and also on the extent to which some play experiences meet each child's needs. Consideration is not always given to how activities could be organised, modified or extended to appropriately consolidate or challenge each child's abilities. This impacts on younger children at some story times. However, children enjoy their play and gain the necessary confidence and enthusiasm to start developing their future skills.

Children enjoy a range of healthy, fruit snacks and sometimes make pizza, fruit salad or apple crumble. They grow vegetables in the garden and watch how apple juice is made using a juicer machine. These activities soundly support children's awareness of healthy eating. Children have many opportunities to play outside in the fresh air. For example, they ride bikes, push doll's buggies or explore the 'jungle' area with trees and bushes. They shriek with laughter as they play, 'What's the time Mr Wolf?' and run away when chased. They climb, stretch, crawl and slide on different outdoor equipment, suitably developing their large physical skills. Children start to help in risk assessing some aspects of the premises. For example, they make a sign to hang in their 'jungle' area as they feel a tree is not safe to climb. As a result, children begin to learn about keeping themselves safe. Children are well supported in learning how to behave. Staff are caring and effectively use

positive reinforcement through much praise and encouragement to help children feel settled and secure. Children then show kindness to others, for example, finding wellingtons for a younger friend who wants to play outside. Children develop a good sense of belonging and start to build positive relationships themselves.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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