

Gooseberry Bush Nursery

Inspection report for early years provision

Unique reference number 223213
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Inspector Elaine Poulton

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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

Gooseberry Bush Nursery opened in 1995 and operates from a property in Wigston, Leicestershire. It is part of Bush Babies Children's Nurseries which operate over six sites across Leicestershire.

There are currently 76 children on roll who are in the early years age range. Of these, 24 children receive funding for nursery education. The setting is registered with Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting has experience of supporting children with special educational needs and/or disabilities. Children attend a variety of sessions. The setting is operational from 7.45am until 6pm on Monday to Friday, 51 weeks of the year.

There setting employs 12 members of staff to work directly with the children. Of these, nine hold appropriate early years qualification to level 3 including the manager who also holds an appropriate early years degree. The setting also employs a cook and a domestic. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children are making good progress in their learning and development because they enjoy their time in the nursery. Staff recognise children's interests and individuality and have a good knowledge of the Early Years Foundation Stage to promote learning through play. However, planning and organisation of some resources and activities is not always fully effective. Staff have highly positive relationships with parents to secure knowledge of children's individual and routine needs. Policies, procedures and parental permissions are clear and shared with parents. Partnerships with others are effective overall to ensure continuity of care. Systems to monitor and evaluate the service are secure to ensure continual improvement and better outcomes for children.

What steps need to be taken to improve provision further?

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

- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and/or disabilities
- support practitioners to plan and resource a challenging environment, where children's play can be supported and extended
- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in children's developmental progress.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children in the setting are effective. There are good staff vetting, induction and effective continued suitability procedures in place. There is a written risk assessment which includes additional daily safety checks to be undertaken. Older children observe members of staff carrying out an outdoor safety check before asking 'Is it safe for us to play outside now?'. This helps children to learn about keeping themselves and others safe. There is good range of procedures and parental permissions to ensure children are safeguarded. Staff know of their role and responsibility to report any child protection concerns to the appropriate authority. Most staff hold a paediatric first aid certificate and some have undertaken basic food handling and hygiene awareness training. These measures are effective in promoting the good health, well-being and safety of all children in the setting.

Space is generally well utilised and many toys, games and small world resources are stored in labelled containers in the learning environment. This allows all children easy access and ample opportunity to choose and make decisions about their play. Most activities are well resourced. However, not all routine activities are well organised to offer appropriate challenge and to extend learning. The setting celebrates differences and festivals and uses images of the children attending the setting in displays around the learning environment. However, throughout the setting as a whole there are limited positive images that depict diversity. This potentially limits opportunities for children to learn about other's differences and similarities. All children have regular access to the enclosed outdoor play area where they can safely investigate and involve themselves in more energetic and exploratory play.

Staff have highly positive relationships with parents, carers and extended family. Parents are very well informed about all aspects of their own children's achievements, well-being and development. Information is exchanged with parents through a number of effective ways. For example, regular newsletters, parents sessions, emails, notice boards, activity at home sheets, fun days and via an interactive television displaying menus and nursery news updates. Parents share babies and younger children's individual routine care needs with their key person which in turn ensures they receive a high level of support. Parents are highly complimentary about the setting and comment that 'There is a great atmosphere and a dedicated staff team to look after our children'. Partnerships with others who deliver the foundation stage are good. Practitioners work well with other professionals to support the inclusion of children with special educational needs and/or disabilities. For example, there are effective relationships with the local authority special needs coordinator, speech therapists and nursery school teachers. This ensures effective levels of care and continuity of learning for all children during their transition from one setting to another.

The setting uses the Ofsted self-evaluation form effectively and senior management consider, comment and support the process. Management highlight the settings strengths as working exceptionally well with parents in partnership.

They acknowledge that the outdoor play area could be further improved by offering more creative activities. Most staff completed 'ICAN' training which has encouraged them to plan activities to support children's language development. One member of staff is accessing British Sign Language training to support children's learning. The recommendations raised at the setting's last inspection have been addressed resulting in improved outcomes for children. The setting welcomes support from the local authority to raise and maintain good practice. This demonstrates a positive outlook concerning continual improvement.

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

Most children are making good progress towards the early learning goals this is because staff organise a range of purposeful, meaningful and fun activities play. However, planning is not always consistently linked to the framework to promote children's next steps in learning and development.

Babies settle quickly and are happy and respond well to the individual time and attention they receive. Areas are made inviting where staff read books with the younger children. Parents inform staff of their child's favourite rhyme or song such as 'Row, row, row your boat' so that it can be incorporated during the time they are in nursery. Staff introduce new words and encourage children to point to and repeat the names of different animals and to make the sounds the animals make. Younger children enjoy listening to familiar stories and eagerly join in when they know what happens next. Staff count along with children and involve them in number and action rhymes. This helps develop their language and communication skills effectively.

Children have a good range of sensory activities to investigate. For example, younger children explore brightly coloured toys and also treasure baskets of full of natural resources. They are encouraged to feel, grab and grasp textured, shiny paper and listen to it rustle when they scrunch it with their hands. All children explore their creativity as they freely paint, crayon, model with play dough and develop their imagination during role play and when playing with home corner resources. There are good opportunities to introduce resources and props and to encourage older children to become actively involved in their learning during planned and routine activities. For example, during welcome time children are encouraged to use a pictorial time-line to help them understand what happens next. This helps them become familiar with the resources and nursery routine. They are growing in confidence and are keen to share their news and ideas with one another during small group time. They know the name of the days of the week in order, the month and season and can find the corresponding word card to place on the weather board. All children have access to a range of battery operated resources and older children have access to a computer and an electronic tablet which they are keen to explore. For example, one child asked for help to find a counting and matching game on the computer and another asked to investigate the stars and planets on the electronic tablet. As result, they are developing skills to equip them in the future.

All children are all included in all activities. Younger children smile eagerly when they are spoken to and are growing in confidence. Older children are consistently praised for good behaviour and reminded when their behaviour is not acceptable. For example, they are praised when they share or show a kindness to others. This helps them to consider how their behaviour affects others.

There is a good range of healthy meals and snacks on the nursery menu and drinking water is easily accessible. Older children show they understand healthy hygiene practices and independently wash and dry their hands after toileting, before meal times and after messy play activities. Younger children and babies are supported appropriately during daily routines, such as nappy change and at meal times. All children can sleep or rest according to their individual needs. Younger children's physical skills are developing well as resources are made available to encourage them to become more mobile. Children feel safe inside the setting as they are learning how to safely handle tools, utensils and cutlery such as spoons, knives and forks. They are also supported to leave the premises quickly in an emergency situation. All children use the outdoor space daily and benefit from accessing more physical activities outdoors. This helps to promote their understanding of living a healthy lifestyle.

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	1

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