

Lilac Bush Nursery

The Barracks, Tigers Road, WIGSTON, Leicestershire, LE18 4WS

Inspection date

Previous inspection date

20/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children communicate well and their language skills are promoted effectively through the positive support provided by skilled practitioners.
- Staff progress is monitored through training and providing regular support for their professional development, ensuring positive development of their practice, knowledge and skills.
- Children's physical skills are very well promoted as they are given frequent opportunities to use the outdoor areas and extend their skills through the interesting and challenging equipment that is readily available.
- Children are happy and eager to learn which promotes their independence, with more able and confident children showing good consideration towards others. There are positive relationships with practitioners, who support each child as an individual.
- Staff have good expectations of the children in their care and this ensures that children make good progress and have appropriate preparation for school.

It is not yet outstanding because

- The programme for understanding the world is becoming established and does not show how this extends children's greater understanding and progression.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three playrooms, dining rooms and the outside learning environment.
- The inspector held meetings with the manager of the provision. The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held meetings with the manager of the provision.

Inspector

Susan Rogers

Full Report

Information about the setting

Lilac Bush Nursery was registered in 2012. It is privately owned and is one of a group of seven nurseries in the local area. It operates from a refurbished office building in Wigston, Leicestershire. The nursery serves the local and surrounding areas and is accessible to all children. There is a fully enclosed area for outdoor play.

The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. It is open each weekday from 7.15am to 6pm for 51 weeks of the year. Children are able to attend for a variety of sessions. A maximum of 75 children may attend the nursery any one time, of whom no more than 42 may be in the early years age range. There are currently 56 children on roll who are within the this age group. The nursery supports children with special educational needs and/or disabilities.

The nursery employs six members of childcare staff. Of these, one holds Early Years Professional Status, four hold appropriate early years qualifications at level 3 or above and one member of staff is unqualified. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- monitor the programme for understanding the world to ensure this includes investigations of the natural world so there is sufficient depth, breadth and challenge to reflect the needs aptitudes and interests of the children who attend.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their activities in a spacious and well-resourced play environment. Older children have easy access to the outdoor play area where they explore a stimulating learning environment. Here they extend their physical skills as they climb, travel down the slide and crawl through a tunnel. An outdoor classroom provides opportunities for children to practice their mark-making skills and enjoy creative play as they remain outdoors. Small world figures, dolls and a play kitchen further extend children's creative opportunities and their imagination. The cosy reading area and a quiet play room encourage children to enjoy books and group story time. Children are communicating with confidence as babies make sounds and gestures. Older children listen carefully and use conversation to describe what they are doing and share their experiences with their friends and practitioners.

Older children have access to a range of accessible technology that includes a computer with a touch screen. Babies are cared for in their own specific areas where they can safely climb and enjoy manageable challenges. They busily develop their mobility skills as they use the accessible floor space. Here they discover a range of different textures that include shiny paper, wooden toys and building blocks. There are comfortable and well-ventilated sleep areas where children can rest. All activities are developmentally appropriate and freely available for children to access easily. Consequently, their progress is well supported. All staff are knowledgeable, understand the prime areas of learning and provide many stimulating activities which promote children's learning. However,

investigations of the natural world are not always fully explored as resources and activities are not fully in place to help children understand the world around them.

Children who have special educational needs and/or disabilities are always included in activities as staff adapt experiences and ensure that these are accessible and enjoyable for all. Children make good progress in consideration of their individual starting points. Group activities that promote children's communication skills, including circle time and story time, are well managed and give children opportunities to share with others what they know and extend their vocabulary.

Children thoroughly enjoy experimenting with volume and quantity as they dig and fill objects using tools. They independently take off their shoes and socks so they can enjoy the feeling of the sand under their feet. They have formed positive friendships with other children, with many taking great pleasure in being kind and helping others. This demonstrates that children are growing in their skills and maturity in readiness for school.

The contribution of the early years provision to the well-being of children

Children form secure attachments that promote their well-being and actively encourage their independence. Older children help themselves to water and younger children are learning to feed themselves at meal times. Older children safely access the outdoors using a slide and tunnel and wheeled toys to develop their physical skills. They enjoy the challenge of carrying a passenger on the back of wheeled toys as they learn how to work together as a small team. Children readily show concern for each other as more confident children enjoy taking on small responsibilities and show concern for those who are less confident. They become aware of the wider needs of society through well-chosen activities. Children are gaining an understanding of risks through activities that encourage them to explore their environment.

Practitioners are good role models. They use gentle coaxing and reminders that provide direction for children about what is acceptable behaviour. Practitioners have a good understanding of how to protect children and give priority to their safety. Children's behaviour shows they feel safe in the setting. They are able to approach their key person or other adults and have reassuring cuddles. Well-balanced meals encourage children to understand why it is important to have a healthy diet. Regular access to the outdoor areas enables children to enjoy physical activities and helps them understand the need for exercise. Children's independence is promoted, which results in them successfully managing their personal needs according to their age and level of understanding. Children are well prepared for the next stage in their learning because practitioners provide appropriate support to prepare them for their transitions, both within the setting and to other settings and school.

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

There are clear procedures in place that protect the children who attend the nursery. All practitioners have received safeguarding training which helps them recognise the possible

indicators of abuse. They are clear about local procedures and who to contact should there be any concerns about a child. The areas used by the children are well organised and enable them to move around the premises in safety as they choose their preferred activities.

Activities are suitable for the age of the children participating and provide sufficient challenge and stimulation. Consequently, they are making good progress across all areas of learning. Observations of what children can do, assessments of their progress and planning for their next steps are closely linked. These are accessible to parents and regularly reviewed. This provides an effective system that demonstrated the progress children are making and enables practitioners to implement actions where children may be falling behind in their progress. There is regular contact with outside agencies that offer their support and expertise so that practitioner skills are further enhanced and they are better placed to support children's wider needs.

Regular training is provided for all staff. They are supported as they obtain professional qualifications and have access to regular appraisals. This results in staff who are knowledgeable and have a sound understanding of the prime and specific areas of learning.

Parents regularly share what they know about their child and become involved in their learning. Daily diaries and a gradual settling-in systems ensure that children feel confident when they start attending. Parents are welcomed into the setting, encouraged to share information about their child and are regularly informed about their activities and progress. Practitioners make time for parents to help them settle their child into the setting and to provide continuity of care.

Systems for monitoring and evaluating practice are established, identify strengths and areas for further development. This system takes into account the opinions of parents, children and staff and is regularly updated. The nursery manager regularly reviews the performance and practice of all staff and supports their overall progression through observations and appraisals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
-------	-----------	-------------

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY443589
Local authority	Leicestershire
Inspection number	786411
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	75

Number of children on roll	56
Name of provider	Bush Babies Children's Nurseries Ltd
Date of previous inspection	Not applicable
Telephone number	01163193806

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

