

Bushbabies1

213 Prestbury Road, CHELTENHAM, Gloucestershire, GL52 3ES

Inspection date

Previous inspection date

11/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, confident and secure, most interact well with their key person; as a result, their emotional needs are met well.
- There are strong partnerships with parents and regular detailed information is shared with them, through regular meetings with the key person.
- Children are progressing satisfactorily in all areas of learning and development relative to their starting points.
- Children are encouraged to learn about healthy personal hygiene procedures, healthy lifestyles and of keeping themselves safe.

It is not yet good because

- at times, staff do not always recognise when some older children are not taking an active part in the activities or are spending long periods on the computers.
- staff are not consistent in their approach when developing children's independence
- during noisy activities, staff do not react when some children indicate they are not happy with the amount of noise and cannot concentrate
- links with other early years settings that children attend are not fully developed.

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 spoke to the management team on the day.
- The inspector observed children at play in all areas of the nursery.
- The inspector spoke to children and some staff.
- The inspector took into account the views of parents' and carers' spoken to on the day.
- The inspector sampled the nursery documentation.

Inspector

Hilary Tierney

Full Report

Information about the setting

Bushbabies 1 nursery registered in 2012 and is owned by The Happy Child Limited group. It originally opened in 1991. The nursery operates from a detached, converted bungalow in the Prestbury area of Cheltenham, Gloucestershire. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children have access to four activity rooms and a separate baby room, that includes a sleep room and nappy changing area. The garden room is a separate unit for

the pre-school age children. Children share access to the enclosed, outdoor area with hard standing and all weather surfaces.

The nursery operates from 8am to 6pm on Monday to Friday, all year round except for Bank Holidays. The nursery will also close for three inset days for staff training from 2014. The nursery offers morning sessions from 9am to 1pm, and afternoon sessions from 1pm to 6pm. There are currently 104 children in the early years age group on roll. The nursery is in receipt of funding to provide free early education for three and four-year-old children. The nursery currently supports a number of children for whom English is an additional language. Children attend from the whole of the Cheltenham area and from outlying districts. There are 20 adults working directly with the children, including the manager. The nursery has one member of staff who has achieved Early Years Professional status and one who has Qualified Teacher status. There are 15 staff who hold appropriate early years qualifications to level 2 and 3. The nursery staff work closely with Bushbabies 2 nursery, which is part of the same group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the educational programmes to meet children's individual needs, interests and stages of development, ensuring staff promote children's independence consistently.

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

- consider effective ways to help children concentrate by limiting noise and make spaces visually calm and orderly.
- develop effective partnerships with other early years professionals that children come into contact with, in order that all adults are able to clearly identify children's individual needs and help them progress.

Inspection judgements

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

Children are progressing satisfactorily in all areas of learning and development relative to their starting points. Parents are involved in their children's learning and development through regular access to learning journals and progress checks. A daily exchange of

information ensures staff and parents share relative information when the child arrives at the setting.

Most children enjoy their time at the setting. When the pre-school age children come into garden room, their friends and staff readily greet them. For example, as a new child enters the room, they appear unsure of themselves. A member of staff in the home corner quickly acknowledges the child and passes them a play telephone saying 'it's for you'. The child takes the telephone and pretends to answer it. The child then walks into the home corner area and starts to interact with the other children and member of staff. Children enjoy developing their imagination through role play in the home corner. They interact with their friends well.

During the session staff do not appear to recognise that some pre-school age children are not fully engaged in activities and sit alone for long periods just watching others playing and not interacting with either staff or other children. Children do have easy access to the computer and they confidently use this to access games which, develop their mathematical understanding such as recognising numbers, shapes and colours. However, on occasions staff are not always aware that children have spent a long time on the computer with little or no adult interaction. Several children enjoy developing their physical skills by playing with the musical instruments that consist of cymbals, African drums, shakers and rain making instruments. However, the noise the children make using these instruments can become very loud. As a result, some children put their hands over their ears saying it is making their ears hurt. Other children tell the staff the noise is making it hard for them to concentrate on the computer. Staff do not address this and the children continue with the noise. This means the staff are not fully considering meeting the needs of all the children attending in the pre-school age room.

Younger children enjoy their time at the setting. Staff have a calm, caring approach towards the children as they interact. Children are developing their personal, social and emotional development. They are encouraged to share and take turns and staff carefully distract children if they try and take toys from another child. All children have easy access to books and cosy book corners help to encourage children to sit and look at books alone. Staff read stories to children and give children chance to talk about the pictures of the animals and the sounds they make. Staff repeat sounds the children make and repeat words as they interact. This helps to develop children's early language and communication skills. Staff interact with children well and talk to the younger children constantly as they play.

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

Staff provide a caring environment where children demonstrate they feel safe and secure. Children are offered reassurance by caring staff, who offer cuddles when children require. Children understand the routines of the setting and are confident in their surroundings. Babies and younger children are able to sleep according to their individual needs.

Children learn about good personal hygiene procedures and are reminded to wash their

hands before eating and after using the toilet. The staff encourage children to get tissues for themselves from low level dispensers. This means that children can try and blow their own noses, which helps to develop their independence. Staff reinforce good hygiene practices when staff wipe younger children's noses, as they wash their hands or use the low level antibacterial gel dispensers. They also follow good nappy changing procedures, wearing aprons and gloves and wiping the changing mats consistently.

All children have regular access to the outside spaces and enjoy exploring them. They understand that in cold weather they need to wear their outdoor clothing. For example, children state that it is very cold outside and ask staff to help them put on gloves to keep them warm. Children enjoy being able to run, climb, ride bikes and interact with each other and the staff during their time outside. Children enjoy snack and meal times and they sit well to eat and drink. Generally staff help children when they require; however, during snack time for the pre-school age children, staff are not consistent in their approach. For example, some staff encourage children to pour their own drinks and some staff pour children's drinks. As a result of this mixed practice, staff do not always promote children's independence fully effectively. Staff help children understand about keeping themselves safe as they explain clearly to them about why they must not throw the toys or leave toys in the doorways.

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

Many of the staff team have worked in the setting for a number of years. This means the team is well established and work well together. Suitable recruitment and induction procedures ensure that all staff are suitable to work with children. Staff are working hard to implement the new policies and procedures that are being put in place by the new owners. The staff have a suitable understanding about meeting the safeguarding and welfare requirements. They help to keep children safe and use satisfactory written risk assessments that contribute to the staff's awareness of potential hazards around the setting.

Good partnerships with parents are in place. Staff regularly share information with the parents, which helps to keep parents informed and able to contribute to their child's learning and development. There is a detailed noticeboard in the entrance hall, which helps to keep parents informed about upcoming events and activities. Parents have regular newsletters, parents' evenings and meetings with their child's key person, all which contribute to keeping them well informed. Parents and carers both comment on how happy they are with the staff, the information they provide and how happy their children are. Partnerships with other early years settings that children attend have not been fully developed and information sharing between them is at present basic. This means that not all adults involved in children's care and education are able to contribute fully to a child's learning and development.

All staff have contributed to the self-evaluation process and as a result, most of the areas to improve are well targeted and benefit the outcomes for children. However, not all the

weaker areas of practice are fully identified, such as inconsistencies in how some staff promote children's independence or that at times some activities do not always meet children's individual needs. Nonetheless, the staff are motivated and eager to improve the care and education they provide and therefore enhance the outcomes for children.

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	EY453591
Local authority	Gloucestershire
Inspection number	882724
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	104
Name of provider	Happy Child Limited
Date of previous inspection	Not applicable
Telephone number	01242578908

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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.

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