

Bushbabies2

2 Wellington Road, CHELTENHAM, Gloucestershire, GL52 2DY

Inspection date

Previous inspection date

27/03/2013

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

- Staff create a welcoming environment where children and their families feel valued.
- Children become confident and are keen and interested in the wide variety of activities.
- Children learn to manage their safety well on the stairs and on the play equipment in the garden.
- The well-established team of staff work effectively together and manage the changes to the nursery well.
- Partnerships with parents are effective at helping the children settle and they support children's ongoing development.

It is not yet outstanding because

- staff do not make the best possible use of the outdoor area to extend children's learning or allow children choice about when to play outdoors.
- children have few opportunities to learn about the lives of other people and communities.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 throughout the nursery and garden.
- The inspector spoke with the staff and manager at appropriate times during the inspection.
- The inspector took into account the views of parents' and carers' spoken to on the day.
- The inspector conducted a joint observation with the nursery's manager.
- The inspector read a selection of documents including children's development records, the nursery policies and procedures and safeguarding records.

Inspector

Karen Prager

Full Report

Information about the setting

Bushbabies 2 Day Nursery and Holiday Playscheme is owned by the Happy Child Limited Group. It originally opened in 1996 and operates from a detached, converted house in the Pitville area of Cheltenham, Gloucestershire. Children use the three floors available and an enclosed, outdoor area with hardstanding and all weather surfaces. The nursery operates from 8am to 6pm from Monday to Friday for 51 weeks of the year, excluding bank holidays. The nursery operates a playscheme during school holidays for children aged up to eight years.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 100 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities and a number of children for whom English is an additional language. Children attend from the Cheltenham area and from outlying districts.

There are 21 staff working directly with the children, including the manager. Of these, 19 staff hold appropriate early years qualifications, including two at level 5 and 6. There are also three staff who provide occasional cover. The nursery provides funded early education for three- and four-year-olds and works closely with Bushbabies 1 Day Nursery, which is part of the same group.

What the setting needs to do to improve further

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

- increase the children's access to outdoor play to improve provision for those who learn better outdoors

- extend opportunities for children to learn about the lives of others for example through visits into the community and extending the range of resources that reflect today's diverse society.

Inspection judgements

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

Children make good progress in their learning and development because the staff provide a range of interesting activities suited to the children's stage of development. Staff understand how children learn through play and give children individual attention. This results in children who are happy and ready to learn.

Children are active learners. They move freely around the room, selecting toys and settling to play. Many resources can be moved, combined and used in different ways, which encourages children to play imaginatively, explore and develop their own ideas.

Babies pull themselves up on the high chairs gaining strength in their legs. They show curiosity in their immediate surroundings and in unfamiliar people. Staff sit on the carpet with the children showing an interest in what they are doing, mirroring their play as they explore the toys and copying the sounds they make. Children throughout the nursery sing songs and look at books. They become confident communicators, talking with their friends and familiar staff. Staff speak clearly with children and use books with clear pictures to reinforce familiar words and help young children to build their vocabulary. Staff obtain some significant words for some children for whom English is a dual language. Older children learn some French words and are keen to say the different names for colours. They listen carefully to instructions so that they know when they need to line up for the next activity.

Children engage in a variety of physical activities, both in the garden and in the large room upstairs. Indoors children move in different ways pretending to be a frog or a snake. They build dens using large pieces of cloth, which encourages them to develop social skills when they cooperate with their friends. Outside children dig in the soil and climb on the slide. Although this type of activity takes place each day, the organisation of the day means that older children who only attend in the morning have few opportunities to play outside throughout the year. This means that children who learn better outdoors are not as well provided for.

Good communication channels mean that parents are well informed about the care and education their children receive. Staff make themselves available to parents to talk when children arrive and leave each day. Several parents' sessions are scheduled each year which enables a more in-depth conversation about children's current stage of development and the next steps. Staff are aware of the need to assess children's progress when they are two years old and to share this with parents. They assess the progress of children of all ages who attend the nursery and a summary assessment sheet is given to the parents of all children. This means that parents are able to continue to support children's development at home.

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

Staff provide a welcoming and happy environment where children feel happy and secure. The key person system works well and ensures that staff know each child well and offer good support for children to settle, particularly the youngest children. Children behave

extremely well and learn to play cooperatively. This is because staff are good role models and give clear guidance about expected behaviour. Children are effectively supported in developing skills in independence and considering the needs of others. The broad range of experiences enjoyed by children ensures they are developing skills for the future. They are well prepared for the next stage in their learning and the move to school.

The nursery rooms offer children plenty of space to move around. The nursery is generally well resourced with good quality toys placed within easy reach of the children. Staff use the space flexibly. Children move to different rooms throughout the day while having the familiarity of a base room where they spend the majority of their time.

Regular visitors to the nursery provide some opportunities for children to meet other people and to deal confidently with changes to routines. However, the children do not currently go on visits outside the nursery to extend their understanding of people and communities and there are few resources which represent other backgrounds.

Children develop a good understanding of why it is important to eat a healthy diet and be physically active. Older children serve themselves, choosing how much food they want to eat. Staff sit with the children when they eat and support younger children as they learn to use their cutlery. Staff change children's nappies regularly so that they are comfortable and older children are well supported as they begin toilet training.

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

The manager demonstrates a good understanding of her responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a good understanding of the policies, procedures and other documentation, which successfully promotes children's welfare. The nursery delivers engaging activities across all areas of the educational programmes so that children progress well towards the early learning goals. The manager supports an established team of staff who work well together. Changes to the nursery since the new owners took over, such as to the documentation and availability of resources, have been managed well. Systems to monitor children's learning and to inform planning for their next steps are effective. This means that appropriate support is provided for children's ongoing development.

Children are safeguarded effectively and procedures for vetting staff are robust. Staff have all completed safeguarding training and are knowledgeable about the procedures to follow should a concern arise. The environment is risk assessed on a daily basis and action is taken to minimise any risks to children. The manager observes staff, as they work, to monitor their performance. Staff are offered professional support to develop their practice. A formal system for staff appraisal is in the early stages. There is an effective system for evaluation of the provision. The manager takes the views of staff, parents and children into account when identifying areas to develop. Effective action is then taken to drive ongoing improvements.

The welcoming staff establish good partnerships with parents who speak highly of the care and support provided for their children. The manager is aware of the benefit of sharing information with other settings that children attend and partnerships with other professionals are welcomed. The manager is proactive in seeking to develop these links, such as when children make the move from nursery to school.

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 action. 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	EY453975
Local authority	Gloucestershire
Inspection number	883770
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	100
Name of provider	Happy Child Limited
Date of previous inspection	not applicable
Telephone number	01242 236633

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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, which are usually the childminder's 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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