

Blackberry House Day Nursery (Peterborough)

Park Farm Crescent, Stanground, PETERBOROUGH, Cambridgeshire, PE2 8FF

Inspection date

Previous inspection date

13/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children make exceptional progress at the nursery through precise, accurate assessment and individually tailored learning opportunities. Thoughtful teaching ensures they make outstanding progress from their initial starting points.
- Children's communication, language, personal and physical skills develop rapidly as they take part in delightful activities which offer them fantastic learning opportunities.
- Children are exceptionally secure and display superb levels of confidence. Highly professional practitioners encourage them to persevere and succeed, praising them frequently.
- Arrangements for children as they join the nursery are flexible and the genuinely warm, inviting approach helps parents and children feel comfortable within the nursery environment and establishes a feeling of mutual trust from the start.
- The inspirational manager is superbly supported by the dynamic owner and both are a visible presence within the nursery. Children and their parents know them well and practitioners appreciate the support and guidance they offer them.
- The meticulous thought put into planning the nursery has resulted in the provision of innovative and inspiring rooms, such as the sensory room and Information Communication Technology and music suite. The enabling, child-focussed environment challenges children and offers them endless opportunities for play and learning.

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 compulsory part 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 baby, toddler and pre-school rooms, the information communication technology suite, sensory room and outdoor areas.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during the inspection.
- The inspector looked at children's assessment records, planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.
- The inspector took account of the views of four parents spoken to on the day as well as information included in the setting's own parent survey.

Inspector

Deborah Hunt

Full Report

Information about the setting

Blackberry House Day Nursery (Peterborough) was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is owned and managed by Blackberries Childcare Limited. It is situated in a single storey building in Stanground, Peterborough. Children attend from the local area and surrounding villages. The nursery is accessible to all children and there are enclosed outdoor play areas.

The nursery employs seven members of childcare staff, all of whom two hold a qualification at level 3. There is also a nursery cook.

The nursery opens Monday to Friday from 7am until 7pm, all year round with the exception of bank holidays and one week at Christmas. Children attend for a variety of sessions. There are currently 51 children attending who are in the early years age group. The setting provides funded early education places for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting 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:

- continue to develop the relationship with local schools children move onto for the next stage in their learning.

Inspection judgements

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

Children at this exceptional nursery make outstanding progress across all areas of learning. Practitioners display an astute awareness of the learning and development requirements of the Early Years Foundation Stage. Induction arrangements for children are superbly suited to their individual needs and the wishes of their family. Key persons are identified at an early stage and work closely with children and their parents to ensure that transitions into the nursery are smooth. Parents receive sensitive support and are able to stay with their children until they are happily settled. Information is gathered during introductory visits enables the nursery to assess children's starting points. From this baseline assessment key persons set children's next steps in their learning using the 'Development matters in the Early Years Foundation Stage' publication. By tracking children's progress from their initial starting date, practitioners ensure that children's

progress is maximised and any gaps in their learning are swiftly addressed. Planning is used in the same way throughout the nursery and follows children's interests and some major themes. It is flexible to allow for spontaneous and unexpected events. This offers children excellent variety in the learning experiences they are offered. Children's learning journals are well used, visible documents which verify their rapid progress. Parents are encouraged to become familiar with their child's journal and to contribute information about their learning at home. This further supports children to make excellent progress towards the early learning goals.

Children throughout the nursery make highly impressive strides in their learning as a result of the professional and skilful teaching offered. Babies receive gentle, sensitive care as they take the first steps in their learning. Practitioners work at their level and the high quality resources on offer encourage babies and young children to explore. They investigate the contents of treasure baskets and display curiosity as they gaze at themselves in the mirror. Messy play opportunities are frequent as they experience the feel of cornflour and water 'gloop' and porridge and delight in feeling the different properties in their hands. Practitioners sing lullabies and nursery rhymes to them and babies show delight as they listen to increasingly familiar tunes and refrains. They talk to babies in soft, gentle voices and encourage them to recognise their names. Babies respond as they begin to use sounds and single words. Babies enjoy fresh air and outdoor play as they use the tot rockers and take risks on the baby climbing frame. They have fun as they come down the slide, giggling as they arrive in the arms of their key person at the bottom. 'Tummytime' is newly introduced within the nursery to promote babies physical development. Children spend time on their stomachs on soft blankets playing with a wide variety of high quality, age-appropriate toys which encourage them to move and reach out for them.

Toddlers busily toddle their way round the dynamic range of interesting activities on offer. Practitioners engage affectionately with these busy learners and model new words for them associated with their play. Toddlers enjoy regular stories and singing each day. They engage extremely well as they sing 'Twinkle, twinkle little star' and listen to what happened to the monster in a favourite story. Practitioners skilfully facilitate toddler's active learning, as they help them consider different solutions during a mathematics based activity. Children are offered three-dimensional, brightly coloured wooden puzzles and are encouraged to work out how to solve these themselves. Practitioners make gentle suggestions to help them develop their critical thinking and congratulate them with claps and praise as they succeed. During the activity they learn shape names and colours and enjoy sitting together as a group. This helps develop their mathematical knowledge and language skills and they learn how to interact with their peers.

Pre-school children relish the fantastic experiences they are offered every day. They come into their room eagerly as they anticipate the surprises each new day will bring. For example, an external sports company with qualified coaches comes in each week to introduce children to a wonderful variety of physical activities. Children develop their co-ordination and grow in confidence and self-esteem as they explore the joy of being physically active. Children are captivated by the practitioner who comes in weekly to offer a theatre fun workshop session. This superb session comprehensively covers each area of learning. The practitioner mesmerizes children as she tells them a story. Children copy her

exaggerated actions and wide eyes as they listen. They are encouraged to have fun with words and language as she teaches them a nonsense poem. They recite the unfamiliar words enthusiastically as they perform the associated actions. The practitioner challenges their attention and concentration as she prompts them to stand up, sit down, put their hands above their heads and down by their sides. Children are captivated and giggle as they work hard to keep up with the string of actions. Children learn new words and concepts as the practitioner asks them to find 'a space to stand in'. They are supported to understand what this means as practitioners help them move to different parts of the room. They explain that, by turning round in a circle with their arms outstretched, and not touching anyone they are in a 'space'. They copy the practitioner and 'strike a pose or two' and lose themselves as they join in with the 'hokey-cokey'. Children with special educational needs and/or disabilities receive superb support as their key persons help them perform actions and role model the actions to songs and rhymes. This highly inclusive approach enables them to join in this wonderful activity and enjoy being active. Children lie on their backs and pedal furiously as they pretend to be 'Mr Postman' going down the hill and visit Australia where they 'boing like a kangaroo' and 'snap like a crocodile'. During the activity, varying the pitch of their voices and singing helps children learn to concentrate and listen effectively. The party atmosphere the session engenders offers children a wonderful activity with a distinctly different flavour and brings variety and excitement to the time they spend in the nursery.

The sensory room offers all children a calm, tranquil environment and incorporates the 'lower deck' of a pirate ship. The 'upper deck' forms part of the main pre-school room. This further enhances the outstanding support given to children with special educational needs and/or disabilities, as they have a purpose-built room which supports their individual needs. Children enjoy quiet time in the cosy, dark space of the lower deck where they watch stars dance across the ceiling as they rest on soft cushions. They watch light up balls become magical orbs as they roll past them flashing and changing colour. Children walk across sound mats, watch fibre optic lights, enjoy tactile and sensory experiences and watch the brightly coloured fish in the tank. Nursery children have decorated different sea creatures, such as sea horses and lobsters to adorn the walls and patchwork fishes dangle overhead in the fish net. The light in the room is subdued and softened by the textile 'splatter painted' curtain the children made to cover the window.

Children across the nursery access the creative area and information community technology and music room. These rooms contain a superb range of resources, all of which are child accessible and promote their enjoyment and learning. Children have access to a wonderful range of mark-making and creative resources which they can access at any time. The richly labelled environment throughout the nursery offers children the opportunity to see numbers and words meaningfully employed. Those children who speak English as an additional language see their own language next to English words and begin to make associations between the two. Children hear other languages spoken as a practitioner teaches them a rhyme in Italian and the nursery sends the wording home so that parents can follow their children's interest in this activity.

Children relish opportunities to take their play and learning outdoors. They have wonderful areas to choose from, such as the nature garden, construction area and bucket area. Here a number of brightly coloured buckets containing different resources to develop children's

physical handling skills and co-ordination are set out, such as hoops, balls, skittles and skipping ropes. In the construction area children learn to manage risk and are challenged as they use real hammers and mallets. Risk and challenge become part of children's daily experience as they negotiate the sloping and windy sensory path on one and two person trikes. They work hard to keep their balance and concentrate, as they manoeuvre their bikes round the path against the gradient. The new play tower in the nature garden challenges children and offers them a different view as they look out over their local area.

Practitioners skilfully promote children's rapidly developing language skills, and love of nature as they take them on a bug hunt in the nature garden. They explore the grassed area, searching under stones and upturning planks and logs. They are busy, active, inquisitive learners throughout this activity and skip, run and jump happily as they search the area. Practitioners divide children into two teams and they compete to see who can collect the most insects in their magnifying pots. Children pick up 'wriggly worms', woodlice and beetles with their tweezers, examining them closely and counting which team has the most. When the rain stops play earlier than intended, they help tidy away and comment that they can 'hear the raindrops' on their hoods.

Throughout the nursery children display excellent levels of confidence and practitioners encourage them to build on this in many different ways. Older children perform small tasks and help one another. For example, a child retrieves a practitioner's shoe which comes off during dancing and swells with pride when thanked. Toddlers help lay the table for their meal and learn to tidy away when changing activities. Children learn about one another's lives and differences in the way they and others live as they participate in activities, such as the Italian story and rhyme time they enjoy with an Italian practitioner. Children learn about festivals, such as Diwali and Chinese New Year and events, such as National Smile Week. During this week children bring in toothbrushes and toothpaste from home. They cut out smiles on sticks and compete to see who can brush their teeth the best. As a result, the nursery plans to introduce teeth brushing after lunchtime. This helps children make links with leading a healthy lifestyle. Additional activities, such as the cookery club and healthy eating initiatives, such as the 'cook it, eat it, live it' scheme and a 'Healthy Eating' week further promote their understanding.

Parents engage in their children's learning in a variety of ways, including a formal parent consultation twice a year. Informal meetings also take place with key persons whenever requested. The information on the parent notice board provides a wealth of information to support parents with their child's learning. Texts and e-mails are used to share photographs with parents and social media also promotes more effective communication. The nursery has its own website and newsletters offer advice and information about the many initiatives the nursery promotes. These measures ensure that parents are offered many opportunities to contribute to their children's learning. The nursery has implemented the progress check for children aged two and shares these with children's parents to include their comments. The report is completed in time to inform the health visitor check. This demonstrates the conscientious approach the nursery takes to partnership working.

Children are well prepared for the next steps in their learning through activities which help them learn necessary skills. They are encouraged to develop self-help and independence skills. For example, younger children master doing up zips and become potty trained.

Older children enjoy dressing up in the Blackberry uniforms they find in the dressing-up box. This helps them learn to use buttons and become familiar with the concept of wearing a uniform. The continuous provision of plentiful mark-making resources develops their early attempts at writing and a majority of pre-school children know and can write their names. The superb selection of high quality reading materials and access to different forms of written material, such as computers, interactive resources and labelling develops their early literacy skills. Practitioners who have received the 'Every Child a Talker' training are well-equipped to help develop children's speech and vocabulary. The manager has enrolled with the 'Bookstart' programme and this ensures that all two- and three-year old children receive a book package on their birthday. Access to these resources and initiatives offer children marvellous opportunities to prepare well for transitions, including the move to school.

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

Children at this stimulating, superbly planned and highly effective nursery are offered a wonderful early years' experience. Children's emotional well-being is given carefully considered thought and, through the strongly embedded key person role, their individual needs are exceptionally well met. Key person arrangements are made clear to parents as children join the nursery. Through the comprehensive information shared and the firm and friendly relationships that develop, children flourish.

Babies and younger children receive perceptive, nurturing care from practitioners who know them well. They enjoy being in the company of these young children and understand their specific needs. Warm, friendly interaction offers babies the security and affection they need at their young ages. Toddlers receive encouragement to develop their emerging independence through warm, affectionate care. Older children enjoy lively engagement with motivated practitioners who encourage them to develop skills which will support them in their future learning.

Children develop self-help skills as they complete small tasks each day and feel valued and appreciated. Their behaviour is impressive and they are mindful of one another's well-being. For example, children queue patiently on one and two person trikes as they wait to use the sensory path. They know that the path only accommodates one trike at a time and that they need to follow each other at a safe distance. This prepares them well for their future learning. Practitioners encourage children to understand that everyone is their friend at the nursery and promote an inclusive attitude. They are excellent role models and support children's learning extremely effectively. Children help to prepare the table at mealtimes and clear away after they have eaten. Older children carefully pour their own drinks. This develops their independence and manipulative skills. Practitioners sit with children as they eat and encourage them to enjoy such occasions as a sociable experience. Snacks and meals are freshly prepared on the premises each day by the nursery cook. They include a wonderful range of healthy alternatives and children have independent access to water throughout the day. The nursery cook has a list of children's food needs, intolerances and allergies in the kitchen and shows a keen awareness of how

to provide food inclusively for all children attending. This enables the nursery to protect children's health and well-being. Children help with the preparation of some snacks, for example, they cut fruit and spread crackers. As a result, the nursery promotes their awareness of how to keep themselves healthy and they develop self-help skills.

Children are encouraged to recognise the importance of using nursery resources responsibly as they help practitioners carry out risk assessments. They take ownership of their environment and help water plants and tidy away toys. Children learn about safety in the sun as they put on sun hats and discuss the sun creams they use and practitioners carefully sit babies in the shade outdoors. The organisation of the nursery is superb and there is a feeling of space and openness. It is light and airy and children respond well to the positive environment, which enhances their learning and development. Children move around with ease, are familiar in their surroundings and demonstrate good spatial awareness. All equipment is child accessible and storage has been planned to encourage children to be curious, independent learners. Children have responsibility for the nursery in certain areas and delight in planting flowers in brightly coloured wellington boots and helping to set up the sensory garden. They love to use the inspirational outdoor areas and spend a great deal of time exploring, investigating and enjoying the fresh air.

Procedures for children's intimate care are sensitively handled. Hygienic arrangements for nappy changes and potty training protect practitioners and children's health and well-being. Key persons provide a consistently high standard of care for individual children as they have an excellent understanding of the level of support needed for self-care and personal hygiene routines. Whenever possible, practitioners support children to develop independence. The nursery gives exceptional consideration to equality of opportunity and the positive promotion of diversity. All children within the nursery use the sensory room and experience using their senses in unexpected ways. For example, children pick up balls and are initially confused as they smell of chocolate and orange. Children learn about a variety of festivals and taste foods from different countries. Their knowledge and understanding develops effectively as they see language, learn songs and listen to stories in other languages.

The nursery goes to great lengths to help parents feel welcome from the time they first visit the nursery. They seek to help new parents feel at ease. This helps build mutual trust which develops as the child progresses through the nursery. They very much view parents as equal partners in their child's nursery experience and encourage their participation. For example, parents are invited to stay to breakfast at the nursery and are offered 'coffee to go and a croissant' if in a hurry. Displays in the reception area show the wonderful array of activities children enjoy.

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

The dedicated and enthusiastic manager of this outstanding nursery has built a strong and cohesive team. This ensures children are offered a safe, high standard of care and a stimulating and memorable nursery experience. The manager is professional and

passionate about her role and shows a steely determination to ensure the nursery succeeds. This ethos is reflected by other practitioners within the nursery.

The manager has made outstanding progress since joining the nursery, and receives excellent support from the nursery owner. Together, their dedication to this superb nursery has shown fantastic results. The manager is clear that the very first job since opening has been to embed the staff team, which has been handled very successfully. Practitioners throughout the nursery are motivated and feel appreciated and supported. Regular team meetings, individual supervision meetings and annual appraisals take place. The manager considers training very important and much is available through in-house courses. Internal quality assurance support has also assisted in ensuring practice is of high quality. The comprehensive training programme enhances all areas of practice across the nursery and is well-focussed to address individual priorities. Practitioner deployment throughout the nursery is skilfully managed. The priority is to offer children stability and consistency in those who care for them. The manager acts as an outstanding role model for practitioners and is a visible presence within the nursery.

The manager is overflowing with ideas to further progress the nursery and is determined that the nursery will excel. She strives for excellence and her extensive experience in the early years arena means she has much to offer. Self-reflective practice is a feature of this nursery and they have begun completion of the local authority quality assurance framework. Through this process the manager has devised a development plan for the nursery overall and one for each room within it. The improvements for each area have been prioritised and are being worked through methodically, with only minor considerations still to be addressed. Safeguarding and child protection are given the highest priority. The manager and deputy both have designated persons training and all other practitioners have completed basic child protection training. The procedure to be followed is displayed in the staff room and safeguarding details for parents are shown on the parent notice board. Knowledge within the nursery team is excellent and reflects the policy in use. Recruitment procedures for the organisation are robust and 'safer recruitment' is a feature of the nursery's practice. Induction arrangements are secure with all practitioners subject to a six month probationary period. Rigorous checks are carried out on new staff to include a disclosure and barring service check. All required documentation under the revised statutory requirements is diligently completed and ensures the safe and efficient running of the nursery. The policy for the use of portable devices with cameras on the premises is clear and widely understood and visitors are reminded of the need to comply in this respect. Through the depth of the educational programmes offered, motivated, professional practitioners and comprehensive policies the nursery offers children an exemplary learning and welfare experience.

Practitioners demonstrate a consistently outstanding knowledge and understanding of how young children learn and develop. They work very hard to deliver educational programmes which meet the requirements of the Early Years Foundation Stage. This results in activities and experiences which captivate children and stimulate their interest. Children make excellent progress as a result and gaps are closing exceptionally quickly. The quality of teaching and practice within the nursery is monitored by the manager who frequently observes practitioners in each base room. As a result the very high standard of care and learning within the nursery is consistently maintained.

Parents spoken to are effusive in their praise of the nursery and report that it has an excellent impact on their children's learning and development. They are highly complimentary about the standard being offered and cannot praise the staff or provision enough. One parent spoken to said that, if possible, they would 'award the nursery a grade beyond outstanding'. A variety of formal and informal opportunities are provided for parents to receive information about their children's learning, including written reports and daily conversations with key persons. Consequently, parents are very well informed about their children's development. The nursery also offers breakfast sessions, lunchtime sessions, coffee mornings, social and charitable events to enhance parents' engagement in their children's nursery experience. Parents are encouraged to contribute to the evaluation of the nursery through a range of verbal and written means. In this way, the nursery consistently demonstrates how reflection on practice translates into an outstanding capacity for continuous improvement. The nursery demonstrates an absolute determination to produce the best possible care and early education for children. Parents have an excellent awareness of how to make concerns known to the nursery and express their confidence in the manager and how approachable both she and the nursery owner are. This shows how effectively the nursery has established relationships with parents, in order to achieve the very high standard of care and learning, through listening to their views.

Established procedures are in place within the organisation for managing children's transitions, both internally within the nursery and between the nursery and other settings. Transitions for children from the nursery to full-time school are smoothly managed as letters are sent out to parents asking which schools their children will attend. When these are returned the nursery contacts the schools named and invites teachers to come and visit. Summary reports are shared when a child moves to another setting or school and children's previous learning journals are sought if a child transfers in from another nursery. However, as the setting is newly opened and children are only just beginning to move up to school the relationships with local schools are not firmly established. The nursery work in close partnership with parents at these times which means both parents and children are reassured at times of change, enhancing their emotional well-being.

The Childcare Register

The requirements for the compulsory 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	EY451143
Local authority	Peterborough
Inspection number	900035
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	51
Name of provider	Blackberries Childcare Limited
Date of previous inspection	not applicable
Telephone number	01945589867

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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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