

Gooseberry Bush Nursery

47 Long Street, WIGSTON, Leicestershire, LE18 2AJ

Inspection date	11/09/2013
Previous inspection date	01/12/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 benefit very well from the attentions of the successful practitioner team. This is because the team work very well together and deploy themselves effectively while offering a stimulating and safe environment for children.
- The quality of teaching is good. Children are supported effectively in their learning and development because practitioners understand how children learn through play, have a good knowledge of child development and enhance children's learning.
- Established relationships and attachments are good between practitioners and children. Practitioners work sensitively with parents to ensure that children's ongoing and changing needs are fully met.

It is not yet outstanding because

- There is scope to further enhance children's free expression and exploration during creative activities and value this by displaying their art work.
- Children's already good literacy skills during story time are not always maximised. This is because practitioners use fewer opportunities to encourage children to join in to anticipate key events and phrases in the story.

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 spoke with the manager, practitioners and interacted with the children at appropriate times throughout the inspection inside and outdoors.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of documentation, health and safety policies and procedures, risk assessments, safeguarding procedures, children's records, self-evaluation record, planning documentation, attendance records, accident records, complaints records and sampled written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

Gooseberry Bush Nursery was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in the Wigston area of Leicester and is one of a group of seven privately owned nurseries. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one at level 4 and one is unqualified. The nursery opens Monday to Friday all year round with the exception of closing for one week during the Christmas holiday period and all public bank holidays. Children attend for a variety of sessions which operate between 7.45am until 6pm. There are currently 76 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance further opportunities for children to freely express themselves and explore textures during art activities, and value their end product, for example by displaying their work so they can enjoy, develop and refer to it
- maximise the development of children's literacy skills by encouraging them to join in the story, by for example, anticipating key events and phrases in the story.

Inspection judgements

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

Practitioners actively contribute to ensuring children are well-motivated in their play and learning. They plan play taking in to consideration children's individual interests and age and stage of development. This is achieved by successfully completing robust observations and assessments which ensure children are making good progress. Practitioners have a good understanding of how children learn through play and implement the Statutory framework for the Early Years Foundation Stage in to their practice. They are familiar with the progress check at age two and complete this when necessary. Overall, the quality of

teaching is good and practitioners are motivated in their delivery to ensure children have fun through play. As a result, children learn quickly, are interested and enthusiastic in their play. Each child has their own 'Learning Journey' file which is shared with parents. This helps them understand how well their child is progressing and also provides ideas for them to be actively involved in their child's learning at home. Practitioners support this further by sensitively providing suggestions and share activities and experiences that the children have undertaken at the nursery to encourage parents to continue this at home. Practitioners value the input from teachers, they also help children enhance their skills in readiness for attending school. For example, practitioners print pictures of the school for the children to look at, enabling them to develop their literacy skills while they talk about where they will be attending for their next stage in their learning.

Children have fun. They confidently and independently explore the toys and activities that are pertinent to their individual needs and interests which are also attractively presented by practitioners. Children choose whether they wish to play outside because practitioners oversee ratios and the safety of children which enables children to move independently between areas inside and outdoors. Babies have planned time outside enjoying the fresh air while exercising their larger muscle skills. Inside babies explore with textures and creative activities, such as painting. They learn to hold chunky paint brushes and make marks on paper. However, sometimes practitioners do not always maximise the opportunity to further enhance children's free expression and exploration during creative activities and then value this by displaying their artwork. This is because practitioners' provide pre-cut and drawn activities for children. They also sometimes overly guide children to paint on the paper rather than let them explore textures and sensory play when they want to paint their hands. Children enjoy singing time while they wait for lunch. They actively join in with favourite action rhymes and when they have finished show their happiness by smiling and clapping. Older children are attentive during circle time. They enhance their literacy skills by participating in a phonics activity recognising sounds and words that sound the same and similar. They are enthusiastic during the game and are eager to take turns and have a go. This is because practitioners understand the importance of giving children clear instructions and provide them with appropriate time to respond independently. Children also enjoy story time and listen carefully. However, practitioners use fewer opportunities to encourage children to join in to anticipate key events and phrases in the story to maximise their already good literacy skills.

There is a good balance of child-initiated and adult-led play, which supports children to achieve and make good progress in all areas of learning. A good range of activities supports children's all-round development. Babies enjoy the positive interaction with practitioners whether singing, enhancing their imaginative skills with small world figures to pressing buttons to make sounds and noises. Practitioners kneel on the floor offering sensitive and warm support to which babies respond very well to because they show interest in the activities. Older children complete twelve and sixteen piece jigsaw puzzles with confidence and build with construction completing tall towers. Furthermore, the imaginative skills of children are good. They play cooperatively during a hospital and fire fighter role play. They use resources well, such as, hats for the fire fighter and pretend to put out the fire to toy syringes to pretend to inject medicine to make their legs better. Practitioners support children by adding further resources to enhance and extend

children's learning. For example, more train track is provided enabling children to increase the length of the track for the carriages to move along as they push them making 'choo choo' sounds.

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

Children are treated with equal concern and included in all activities because practitioners plan and organise time and resources effectively both inside and outdoors. A welcoming and stimulating environment is presented inside and outdoors for children. This encourages children to self-select toys and activities independently while enhancing their all-round development and interests. The environment is safe and suitable for all children. This encourages children to explore and investigate with enthusiasm. Practitioners' use the outdoor area well ensuring children are offered plenty of fresh air and exercise which forms a daily part of their routine. Practitioners are good role models because they ensure all areas are safe and clean for children to access. Furthermore, practitioners are vigilant in ensuring children from a young age learn how to prevent the spread of germs and keep healthy. For example, robust nappy changing are consistently adhered to helping children to understand the importance of washing hands after personal hygiene activities. Also, practitioners inform parents of any changes in procedures, such as the administration of medication in order to effectively meet children's immediate medical needs. Practitioners keep the cook up-to-date with children's varying and changing dietary needs. This enables the cook to plan varied healthy and nutritious meals which successfully adhere to children's individual dietary needs. Practitioners are good role models and oversee the daily tasks and routines of ensuring the nursery is well maintained and suitable for children.

Attachments between children and practitioners are strong and promote their physical and emotional well-being. Children are well supported during their transitions from home. Practitioners work very sensitively with all children helping those settle at their own pace. For example, practitioners deploy themselves effectively with new children in various rooms where the children feel most at ease. As a result, children settle and engage in play while beginning to develop secure attachments with their key person. Furthermore, children are well supported during their transitions to school. Children's behaviour is good and their self-esteem is high. Practitioners further enhance children's confidence by praising them and using positive reinforcement helping them feel secure to try new and challenging activities. For example, children learn about keeping safe while they try to hold cutlery appropriately and learn to cut up food and feed themselves independently. Practitioners work sensitively with children who require extra support, such as children with English as an additional language. They are given good levels of support to meet their varying and individual needs. For example, practitioners learn to pronounce key words that children use in their home language to help them settle and enhance their communication skills further.

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

Effective recruitment and selection procedures ensure that all practitioners working with children are suitable to do so. Furthermore, regular appraisals of all practitioners enable senior managers to closely track practitioner's skills and knowledge. This ensures children are offered a good quality service while they successfully progress in their learning and development. The practitioner team work very well together to ensure children's overall needs are met. They deploy themselves carefully offering support to one another while supervising children robustly. All practitioners undertake regular training to ensure they are up-to-date with current practice and changes to policies and procedures. For example, practitioners fully adhere to requirements in the Early Years Foundation Stage and have recently updated their practice to ensure children are safe regarding the administration of medication and the use of mobile phones and cameras in the nursery.

Practitioners have a good understanding of their role and responsibility in safeguarding children. All practitioners are confident in the procedures they would take should they have any concerns regarding a child in their care. They are familiar with individual staff roles, such as who is the designated person in safeguarding children. Robust risk assessments are completed every day before children arrive to ensure that all potential hazards are identified and minimised. These are annually reviewed by the senior management team or as and when required. This good practice also supports senior managers in identifying any emerging patterns and action is taken swiftly to minimise any potential hazards, thus ensuring where children have access is safe and suitable for them. Furthermore, practitioners monitor the main door effectively to ensure all identification is seen before visitors are permitted entry to the nursery. Overall, children are protected well and access areas which are safe and suitable inside, outdoors and when on outings.

Self-evaluation is effective. Previous recommendations and actions have all been successfully addressed and practice maintained to a high standard since the nursery registered in 1995. For example, accident records are accurately detailed. Each child has their own file which contains any accident records so, therefore, addressing confidentiality and only shared with the parent/carer and stored securely. These are robustly recorded providing sufficient information and detail regarding any accidents that occur at the setting. These are reviewed on a regular basis to assess and identify any emerging concerns or issues and again action taken to address these, if applicable. The manager and owner are enthusiastic in bringing about changes to improve the quality of the service provided. They are good role models for practitioners to follow. For example, the manager spends time in the rooms within the nursery. She leads by example, and performs all duties with care and consideration while supporting all practitioners. Furthermore, parents' views are taken into consideration to ensure they are actively involved in the nursery's self-evaluation process along with all practitioners. As a result, children benefit well from the nursery continually making improvement.

Practitioners are warm and welcoming to parents and ensure that information is effectively and sensitively exchanged. They have a good understanding and value the importance of establishing trusting relationships with parents. Parents' wishes are fully respected and information is exchanged in a sensitive and timely way. This ensures that children's ongoing and changing needs are met swiftly and carefully. Parents' evenings and the sharing of development files regarding the areas of learning help them understand the

typical stages of children's development and activities that support children in enhancing their skills. Parents spoken to, are positive in their comments and highly value the service that is offered. A good range of information is attractively displayed around the nursery providing parents with details about routines, play plans and current childcare topics. Practitioners work effectively with other professionals, such as teachers to support children with the process of moving onto school. Furthermore, should external agencies be involved with supporting children there are effective links already in place should this be required. As a result, the individual needs of children are supported effectively to achieve, given their starting points.

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	223213
Local authority	Leicestershire
Inspection number	909878
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	76
Name of provider	Bush Babies Children's Nurseries Ltd
Date of previous inspection	01/12/2011
Telephone number	0116 2884046

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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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