

Blueberry Bush Day Nursery

40 London Road, Oadby, Leicester, Leicestershire, LE2 5DH

Inspection date	17/09/2013
Previous inspection date	14/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Good communication with parents and carers, particularly in the baby room, enables important information to be shared about children's welfare and potential learning needs.
- Children are making good progress in their learning and development given their starting points. Staff have a good understanding of how children learn through play and plan effectively for individual children.
- Management and staff fully understand how to promote the health and safety of children in their care. Safeguarding procedures are secure and security within the nursery is a priority.
- Children make strong attachments and relationships with staff because of the good settling-in process at the setting. As a result, they settle quickly into the day-to-day routines and become active learners.

It is not yet outstanding because

- On occasion staff do not give enough time for children to practice or hear new words, as a result, children's opportunities to build on their vocabulary are not always fully supported.
- There is scope to build on the methods used to manage some children's behaviour to ensure that children, particularly those new to pre-school, understand the consequences of their actions on others.

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.

Inspection activities

- The inspector observed practice and interaction between staff and children.
- The inspector spoke with staff, manager, registered person, parents and to children at appropriate times during the inspection.
- The inspector undertook an inspection of the areas of the premises used for childcare.
- The inspector examined a range of documentation, including suitability records and qualifications, policies and procedures and children's developmental records.
- The inspector undertook a joint observation with the manager.

Inspector

Alex Brouder

Full Report

Information about the setting

Blueberry Bush Day Nursery was registered in 2000 on the Early Years Register. It is one of seven private childcare settings owned and managed by Bush Babies Children's Nurseries Limited. It is situated in purpose built premises in the Oadby area of Leicestershire. The nursery serves the local area and is accessible to all children. It operates from three play rooms and there is a fully enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications, including two members of staff with level 6 and seven with level 3.

The nursery opens Monday to Friday all year round, from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 70 children attending, who are in the early years age group. The nursery provides funded early education for, 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.

What the setting needs to do to improve further

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

- further enhance opportunities for children to develop their language skills, for example, enable them to respond and practice what they hear, particularly in the toddler room

- help children in the pre-school room to learn the consequences of their actions and to begin to appreciate the effect that their behaviour has on others.

Inspection judgements

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

Children play in a bright environment, where areas are organised to suit their individual needs. Staff are qualified, experienced and overall, have a good understanding of how to promote learning. As a result, children are making good progress. Staff working with children have a good knowledge and understanding of Statutory framework for the Early Years Foundation Stage. They put this knowledge into practice on a daily basis, helping to ensure that children are happy and are offered activities that support their good progress. This contributes to children feeling secure and developing positive attitudes to play and

learning. Regular observations are completed by staff of children at play, which they use to inform the assessment of the progress children are making and to plan the next steps in their learning and development. They use what they see to plan appropriate and interesting activities to ensure that, overall, children's individual needs and interests are valued and extended.

Staff work well with parents, in order to plan appropriately for children's individual needs. Time is taken, at the point of entry, to engage parents in a discussion about their child and their needs. Staff use this information as an initial guide to supporting children and in the provision of resources to suit to their age and ability. Each child has their own learning journal file, which is shared with parents to help them understand how well their child is progressing. Daily feedback and discussion with parents means that they are encouraged to share what they know of their children, as well as staff sharing and celebrating achievements and 'wow' moments as and when these occur. This is a particular strength of the baby room, for example, as staff show genuine excitement at even the small attainments children make, such as eating all their dinner and pudding and saying words they haven't heard before. As a result, partnership with parents are good.

Staff work well with settings that children will move onto, such as local schools. For example, some teachers have met with children and staff in the nursery to observe and discuss children's learning. In addition, children have opportunities to dress-up in the uniform of their school and view pictures from the school. As a result, children's transition to other settings is smooth and well managed.

Overall, the individual needs of children with special educational needs and/or disabilities, or those who have English as an additional language are well met. Staff work closely with parents and other professionals to monitor and review the progress all children make. They are aware of the languages that children may use at home and ensure that familiar words are known by key staff. They use picture cards to enable all children to express their needs. As a result, children make good progress overall in their communication and language. However, there is scope to build on the already positive interactions from staff to enable children to respond and practice what they hear, particularly in the toddler room. All children have good access to the range of resources on offer due to them being organised in low shelving units, promoting free choice and independence.

Babies and children under two are well supported by staff in their developing language skills, increasing their vocabulary. Staff are very attentive, respond quickly to non-verbal communications and model language well. For example, during children's play staff name the objects that children play with or that they hand to them. They begin to repeat what staff say and during singing sessions, they show their enjoyment and understanding of words, using hand actions to reflect the words they hear. Older children are becoming confident in their communication with staff and others. All children use and handle books carefully and older children sit and read in a cosy corner. Children love to practice their early writing skills and do so in a range of ways. For example, they write on white boards, draw their fingers through the sand to make lines and paint the pirate ship.

All children are able to make independent choices about where they play. For example, outside or inside, because staff ensure the doors to the outside area are open. This

enables children who prefer to play and learn in the outdoors, the opportunity to do so, reflecting their individual needs and promoting inclusive practice.

Children use a varied range of resources to support their mathematical skills. For example, they count the number of plastic bears laid out on the table and fill and empty containers in the sand, stating 'it's empty now' when they tip out the sand. Staff begin to enhance children's skills in this area as they ask 'would you like a big portion or a small portion' when dishing out lunch. Children begin to problem solve as they work out, collectively, how to carry a barrow up the small steps on the pirate ship and not tip the water out.

Children explore their creativity and imagination in a range of ways. Babies and young children, for example, squeeze and squelch shaving foam through in their hands and bang and shake a range of musical instruments as they explore the sounds they make. Older children enjoy dressing-up and make believe play. They happily engage in messy play and particularly love to take off their shoes and socks and feel the sand between their toes, commenting 'it's cold and makes my toes feel funny'.

Children's understanding of the world is developing. For example, they talk about and engage in activities to explore festivals from around the world, such as, Diwali, Eid and Christmas. They have many opportunities to dig in the mud to explore and see what they can find, such as insects. Older children begin to learn how to handle and take care of living things, such as, the nursery rabbit, hamster and fish. Children know not to put their fingers into the hamster cage 'because he might bite your finger'. Outdoor play and large physical play opportunities are mostly offered on a free-flow basis, allowing children to explore their developing physical capabilities as they run, skip, climb, jump and ride on the range of wheeled toys outside.

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

The premises are well-maintained and well-resourced to provide children with a good range of learning experiences in both the indoor and outdoor areas. Children build strong and trusting relationships with all staff and especially their key person, particularly in the baby room. The successful settling-in process ensures that staff get to know children and their families very well as they work together to discover and build on children's interests and abilities. As a result, children form secure emotional attachments and parents are provided with a familiar person to share information with regarding the needs and well-being of their child. Staff in all areas of the setting know their children. They discuss individual children's learning and development and how this can be best supported. Babies and young children are given lots of physical interaction and cuddles, which helps to build relationships with staff, enabling them to settle quickly but also to feel confident in approaching known adults if they feel insecure. For example, when visitors enter the room, staff are effective in supporting those babies and young children who are more wary of strangers, distracting them with toys and songs. This shows that staff know their children well and understand the importance of supporting their emotional well-being. Children are well supported in their move from room-to-room within the nursery and parents are informed of when and how this will take place. Children have visits to their

new room to enable them to become familiar with their new surroundings and are given time to play with their new key person. Staff ensure that the new key person is given a summary of the child's learning and development and parents are asked to update information about their child's routines. This ensures that staff in the new room can plan appropriately for their needs.

On the whole, children behave well. Staff are good role models; they speak to children with kindness and treat them with respect. Generally, they support children well in guiding them and reminding them of the rules for play and of the consequences of their actions on others. Methods, such as the 'thinking area' are used to allow children to be reflective and persona dolls allow staff to talk to children about how being 'unkind' or 'hitting' can hurt and upset others. Children are praised highly for all positive behaviour, such as, putting toys away, listening to staff and being kind to others, contributing to their self-esteem and confidence. However, staff within the pre-school acknowledge that due to the high number of new children, the methods used to manage behaviour do not always achieve positive results. For example, although they are asked to stop, children are not encouraged to consider what might happen when they throw the sand. Therefore, on occasion some children are not always understanding the consequences of their actions on others.

Staff support children well in managing their own hygiene and personal needs. Older children access the associated facilities, as they require, whilst younger children are accompanied and encouraged to use the mirrors, for example, when cleaning their face with a flannel. Children are becoming aware of the importance of hand washing. They talk about 'getting rid of germs to keep us healthy.' Their health is promoted because healthy snacks and readily available drinks are provided. Babies are fed, sleep and have their nappies changed according to their individual needs. Details of nappy changes and any concerns identified are recorded in full to ensure children's well-being and consistency of practice. Meals are prepared freshly by the cook on the premises. They are varied, healthy and nutritious and are enjoyed by children.

Staff give good attention to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy. For example, all children are involved in regular fire evacuation drills, developing their awareness of safe procedures to follow in the event of an emergency. Furthermore, staff talk to children about safety during daily routines and activities. For example, they talk to children about being careful on the wooden pirate ship outdoors as this is 'slippy from the rain' and the need to clear away toys from the floor when they have finished, preventing them from tripping.

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

Staff have a good understanding of their responsibility to ensure that the setting meets the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Clear procedures for assessing any risks to children's safety are in place

and are well understood. For example, staff complete daily checks to both the indoor and outdoor areas and regularly review risk assessments. Furthermore, entry and exit procedures are well managed to ensure that only known persons enter the setting. Detailed accident and medication records are maintained and are signed by parents. This helps to keep them informed at all times and helps to protect children's welfare. Suitable policies and procedures are in place to safeguard children and staff are confident to put these into practice when necessary. Management ensure that guidance from Ofsted and other relevant authorities relating to dealing with any allegations against staff, is used to inform their decision making. This demonstrates their good understanding of the importance of effectively implementing the revised Statutory framework for the Early Years Foundation Stage.

The manager has a good overview of the progress children make towards the early learning goals because she carefully monitors their tracking sheets. This means she can effectively identify any gaps in their learning and make any required changes to the planning to make sure children reach their full potential. Regular staff meetings ensure that all those working with children are kept informed of change and ensures that any gaps in knowledge or understanding are identified and addressed, through in-house and external training. This system supports and enhances staff's personal development and contributes to meeting the ongoing needs of children well. Regular supervision and yearly appraisals enable the management team to identify learning and training needs for each individual staff member. As a result, the staff team are confident and develop good skills to support children's wide ranging needs. Self-evaluation is used to highlight the strengths of the setting, along with areas of improvement. Staff and parents are able to contribute to this process, which ensures that everyone associated with the setting contributes to changes. The recommendations raised at the last inspection have been successfully addressed, which demonstrates the nursery's commitment to continuing improvement.

The setting works well with parents and carers. They receive good information through regular newsletters and through the range of useful information contained on noticeboards placed throughout the setting. Parents' evenings, daily feedback and handover sheets provide opportunities for key workers to share what they know about children's progress and to ensure that parents are fully informed. In addition, parents have opportunities to contribute to children's learning, both in writing and verbally, which staff use to inform and enhance children's learning. This close partnership working between parents and the nursery has a positive impact on supporting and monitoring the learning and development of children. Parents' comments are very positive, they say that their children are 'happy and content' with parents commenting on the 'lovely relationship that children have with their key workers'. The setting also works in partnership with other professionals to support children with special educational needs and/or disabilities, so that they too make good progress, given their starting points.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	223195
Local authority	Leicestershire
Inspection number	925511
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	70
Name of provider	Bush Babies Children's Nurseries Ltd
Date of previous inspection	14/10/2008
Telephone number	0116 2714888

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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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