

Holly Bush Nursery

146 Upper New Walk, Leicester, Leicestershire, LE1 7QA

Inspection date	22/01/2014
Previous inspection date	12/10/2009

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

- Safeguarding procedures are robust because managers take prompt and appropriate action to protect children from harm and abuse. They closely monitor the performance and professional conduct of all staff, to ensure their continued suitability to work with children.
- Staff use their professional skills and expertise to best effect to plan a varied range of activities, that engage children's interest and curiosity. This helps them to develop the characteristics of effective learning.
- Key persons skilfully observe, assess and evaluate children's individual progress. This successfully guides and informs their next steps planning, so that all children make good progress towards the early learning goals.
- Partnerships with parents are strong and supportive, leading to effective key person relationships. As a result, children feel comfortable and happy to attend.

It is not yet outstanding because

- Staff do not always encourage children to work out how to identify and solve mathematical problems, such as how to measure longer objects, based on their own interests and fascinations.
- Staff do not always extend opportunities for children to confidently speak to others about their own needs, wants, interests and opinions, during some large group activities.

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 in the nursery and conducted joint observations of planned activities with the manager.
- The inspector held discussions with the provider and senior managers and spoke to the majority of staff and a number of children present on the day of inspection.
The inspector looked at children's observation and assessment records and planning documentation, including early years summary reviews and the 'progress checks at age two'.
- The inspector checked evidence of suitability and qualifications of the staff, quality assurance records, self-evaluation arrangements and improvement plan.
The inspector spoke to a number of parents to obtain their views about the quality of the provision and took account of their written comments included in the provider's own quality assurance survey.

Inspector

Jayne Rooke

Full report

Information about the setting

Holly Bush Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Leicester City and is one of a number of nurseries owned and managed by Bush Babies Children's Nurseries Limited. The nursery serves the local and wider geographical area and is accessible to all children. It operates from a three-storey converted house and there are two separate enclosed areas available for outdoor play.

The nursery employs 13 members of childcare staff. The majority of staff hold appropriate early years qualifications at level 3. One member of staff currently holds a qualification at level 2 and is working towards a qualification at level 3. In addition, one member of staff holds Early Years Professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 75 children attending, all of whom 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 with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is a member of a recognised professional organisation.

What the setting needs to do to improve further

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

- enhance children's mathematical development during practical activities and discussions, for example, by encouraging them to work out how to identify and solve mathematical problems, such as how to measure longer objects, based on their own interests and fascinations
- extend opportunities for all children to develop the confidence to speak to others about their own needs, wants, interests and opinions.

Inspection judgements

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

Key persons and early years professionals provide a broad range of skilfully planned activities, that support children's individual progress and learning very well. They give careful consideration to each child's initial stage of development, by engaging parents in early 'get to know you' assessments. This helps staff to plan effectively for each child's next stage in learning. Consequently, children follow their own pathway towards the early learning goals and are well-prepared for their transitions within the nursery and for school.

Teaching is effective because it is securely based on observations of what children already know and can do. Consequently, staff plan stimulating, enjoyable and mostly challenging activities, which ignite children's enthusiasm and willingness to learn. As a result, children quickly develop the characteristics of effective learning. For example, children show high levels of enthusiasm and interest as they make patterns and shapes in the modelling clay. The Early Years Professional skilfully engages them in conversations, which develop their use of mathematical language and critical-thinking. Consequently, children confidently identify the difference between long and short pieces of clay as they make 'worms'. They freely use measuring equipment, such as a ruler, to find out how many centimetres their long worm is. The Early Years Professional challenges children's thinking when the clay worm becomes too long to measure with the ruler. However, she does not always extend their problem-solving abilities, for example, by encouraging them to work out how to measure longer objects. Children receive high levels of praise for their 'beautiful' patterns and very clever recall skills, as they use tools to create marks and talk about their previous learning experiences. This successfully develops children's confidence, willingness to persist and to try things for themselves. Younger children delight in the discovery of texture and change as they delve into the 'gloop' mixture. Staff contribute effectively to children's early stage explorations by encouraging them to press, squeeze and manipulate the malleable material with their fingers and hands. This develops children's sensory awareness, creativity and curiosity. Babies and young children move freely around the well-resourced and attractively organised room to explore their surroundings. As a result, they make choices and decisions about their own play and learning as they investigate the water play. Children select large and small containers to scoop up and pour out the glittery water, making new discoveries about volume and capacity. They smile and express joy and excitement as they make 'splish, splash' movements with their hands.

Children engage themselves and others in their self-chosen games and imaginative play. They actively seek out superhero costumes and figures to support their own interests and ideas. Girls express good levels of understanding about the everyday world. They happily explain how to fill up the toy cars from the pretend petrol and diesel pumps in the garden. Young children spontaneously use the accessible technology pads displayed at their height. They show good control and coordination, as they competently slide and operate the picture icons to access photographs and other programmes. Children's technology and sensory experiences are further enhanced in the excellently resourced 'Discovery Cove'. One of the significant benefits highlighted, includes the computerised technology table that children use to learn about healthy food and varied topics of interest.

Parents receive timely and informative details about their child's daily activities and ongoing progress. They are well-informed of the meaning and purpose of the educational programmes and are valued as partners in their child's 'learning journey'. This ensures continuity in children's development between the nursery and home. Children with special educational needs and/or disabilities receive highly effective support, which secures their continuing progress. For example, staff adopt successful educational approaches, which develop children's communication and language skills. Furthermore, staff use their specialist language and sign-language skills, to ensure that non-verbal children and those who speak English as an additional language, can communicate effectively. As a result, all

children make good progress in their learning.

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

Staff build strong and trusting relationships with parents and children because they take time to get to know them very well from the onset. This establishes effective key person bonds. Consequently, children feel safe and confidently settle away from their parents. Children behave well because staff treat them kindly and with respect. For example, staff give children time to develop their own role play ideas, but intervene sensitively when their play becomes overly loud or boisterous. This provides clear and supportive boundaries, so that children know what is expected of them. Each child's background and heritage is highly valued and respected. Staff use their extensive knowledge of a wide variety of cultures, beliefs, traditions and spoken languages to significantly enhance children's understanding of diversity and difference. This helps children to develop respectful and tolerant attitudes towards others and to value their own origin.

Children receive close and comforting care that ensures their individual needs are met. Consequently, babies and young children sleep and rest according to their own needs and routines. Older children competently manage their personal hygiene, such as washing their hands before meals and by using the accessible tissues to wipe their own nose. Staff are attentive to children's comfort needs, offering them their special soothers to help them get to sleep. Staff are vigilant about health and hygiene, which keeps children safe and clean. Children develop a good understanding of risk and consequence. They carefully move around the nursery, negotiate stairways and play sensibly with toys and equipment. Children know that they must wait for an adult before going out of the front door, so that they can play and be safe outdoors. Staff are extra vigilant about children's close supervision when they are playing in the front garden. This minimises the risk of unauthorised entry or exit via the front gate. Visitors, such as the local community support officer, help children to learn how to keep safe when crossing the road and to be alert for 'stranger danger'. The nursery environment is well-resourced and staff are positively deployed. As a result, rooms and resources are used flexibly to broaden children's experiences and to secure their emotional well-being. This particularly helps when children are ready to transfer to a new room. However, during some large group activities, staff do not always notice when children are trying to speak or contribute. This means that children are not always given the opportunity to confidently express their own thoughts, feelings and ideas. Pre-school children are well-prepared for school attendance because staff build positive relationships with schools and teachers in the local and wider geographical area. This ensures that useful information about children's interests and progress is shared.

Staff promote children's good health and well-being by providing nutritious meals, snacks and drinks at regular intervals throughout the day. Children benefit from regular fresh-air and exercise through daily outdoor play and during organised outings to the park, shops and other areas of interest. They enjoy active games indoors, such as, dancing, parachute and bean bag games and benefit from additional activities that ignite their interest in other sporting events. This helps children to develop a positive approach to living a healthy

lifestyle.

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

Leaders and managers regularly monitor the effectiveness of the safeguarding policy. This ensures that suitability checks are promptly completed for each individual employed on the premises. For example, all staff hold a relevant Disclosure and Barring Service check, which is obtained from an authorised agency. Trainees and newly appointed staff are not allowed to be left unsupervised with children until all checks have been cleared.

Recruitment checks include obtaining a reference from a previous employer, to establish if there are any misconduct or suitability concerns. Managers take prompt and appropriate action to protect children from harm and abuse, by implementing stringent safeguarding procedures in-line with guidelines and regulations. This includes a sharp focus on employment, appraisal and disciplinary procedures to ensure the continued suitability and professional conduct of all staff. All staff have a good knowledge of safeguarding and child protection. They know what to do if they have a concern about a child in their care. Risk assessments are completed for all aspects of the provision and for each outing. Staff are deployed effectively to ensure that required ratios are appropriately maintained at all times. This ensures the safe and efficient management of the nursery and children's safe care.

The manager conducts an effective self-evaluation of all aspects of the provision. This helps her to identify what the nursery does well, such as establishing a strong commitment within the staff team to professional development and training. As a result, a number of staff have completed high level qualifications and some are working towards a higher level. This enhances their understanding of how children learn, develop and progress. The manager sets clear targets for further improvement to enhance the good practice within the nursery. The manager recognises that further improvements to the outdoor learning area are beneficial to children's natural explorations and has a clear plan to develop this aspect of practice. She seeks out and values the ideas and suggestions of children, parents and staff to strengthen the effectiveness of self-review and continuous improvement. A number of parents spoken to at the inspection offered very positive comments about their child's safety, security, well-being and learning. They state that this is due to the very professional skills of the manager and the staff team. Pre-school children say that they are happy at the nursery and like to play with their friends and the 'lovely' toys. The action and recommendations from the previous inspection have all been successfully addressed. As a result, all of the required information about who holds legal contact and parental responsibility for a child is now recorded on their individual registration record. This promotes children's safety and well-being. Self-evaluation has since been effectively developed and has brought about significant improvements in the quality of provision for all children. Staff now demonstrate an increased awareness of how best to promote children's good health. For example, by providing tissues that are more accessible to children, so that they can manage their own hygiene needs more easily. This helps children feel more comfortable and prevents the spread of infection.

The manager works closely with the senior management team, staff and the Early Years Professional to monitor and support the effective implementation of the educational programmes. She works closely with early years advisors and other professional associations to introduce new and interesting educational ideas. For example, following a successful 'Every Child a Talker' accreditation, staff have learned how best to support children's language and communication through visual timetables. As a result, children gain a greater understanding of the routines of the day and successfully plan their own activities. Partnerships with parents and external agencies are strong and well-established. This secures children's emotional well-being and ensures that early interventions are sought when additional support is needed.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY259769
Local authority	Leicester City
Inspection number	951465
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	75
Name of provider	Bush Babies Childrens Nurseries Limited
Date of previous inspection	12/10/2009
Telephone number	0116 2330423

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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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