

# Blueberry Bush Day Nursery

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

<b>Inspection date</b>	07/02/2014
Previous inspection date	17/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Close bonds have formed between key persons, children and their families, which helps children feel a good sense of security and confidence when in the setting.
- The environment is welcoming and safe, and a high priority is given to safeguarding. This means that children feel safe in the nursery and are comfortable to explore their surroundings.
- Children enjoy a stimulating environment where they are eager to play, explore and make friends. As a result, they make good progress with their learning and development.
- Staff value the strong partnerships with parents and carers. Daily discussions and a range of ways to share information are used effectively to ensure there is a coordinated approach to supporting children.

### It is not yet outstanding because

- Overall, the outdoor areas are well developed and provide a range of interesting activities. However, there is scope within the large garden area to improve children's access to more natural resources and materials, that enable them to learn more about the natural world.

## 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 children's activities in the baby room, two-year-old room, pre-school room and the outside learning environments.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Carly Mooney

## Full report

### Information about the setting

The Blueberry Bush Day Nursery was registered in 2000 and is on the Early Years Register. It is situated in a purpose built premises in the Oadby area of Leicester, and is one of seven nurseries managed by Bush Babies, Children's Nurseries Ltd. The nursery serves the local area and is accessible to all children. There are three playrooms and there is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. There is also a member of staff with Early Years Professional Status and a further two, including the manager, have a level 6 qualification.

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 91 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 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:

- enhance the outdoor area to include further resources and materials, to enable children to explore and learn more about the natural world around them.

### Inspection judgements

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

Staff organise the nursery well and ensure children of all ages can easily access a broad range of toys and equipment, resulting in them being active and independent learners. Staff show a good understanding of varied teaching methods that engage children's interest and they adapt the sessions well to incorporate spontaneous learning opportunities. For example, babies are provided with water to wash their pots after showing an interest in this during role play. The staff member supporting their play makes good use of this opportunity to extend the children's vocabulary and introduce colours and counting. She talks about the blue plate and red cup they are washing and counts the pots as they are placed in the drying rack. Staff demonstrate clearly through discussion, that they know their key children well and plan activities based on their interests and individual needs. Children's prior knowledge, skills and understanding are gathered from parents when children start at the nursery and this information is used to plan effectively from the beginning. Effective systems for observing, assessing and tracking children's development are in place. These are regularly monitored for effectiveness to ensure that children are

making good progress towards the early learning goals and gaining sufficient skills for the next stage of their learning, such as starting school. Parents attend progress meetings twice a year and share learning from home in this way.

Children's communication skills are fostered well by staff who understand the importance of children being able to convey their wants and needs. For example, during play and routines staff repeat babies' words back to them to reinforce pronunciation, which encourages the youngest children to practise their new skill further. Staff also use other communication systems, such as picture cards and gestures, to support and enhance children's verbal skills. This is especially effective for those children learning English as an additional language or who have special educational needs and/or disabilities. As a result, children make good progress and communicate well. Opportunities for children to enhance and develop their literacy skills are good. The environment is rich in text and resources, such as name cards which help children understand that print carries meaning. Children hear initial letter sounds in words, as staff support this skill during activities, such as when children write their name on their work or choose the card that represents the day of the week. Children are encouraged to develop a love of books from a young age. Babies choose books independently, slowly turning the pages one by one, mesmerised by the pictures they can see and the textures they can touch. Technology is used throughout the nursery to support all areas of learning. Children access their own information, communication and technology suite to spend time learning through educational games and the use of a tablet is very popular, especially with babies who shout 'roar' when they see a lion on the screen.

Children play outdoors every day, with each room having a designated garden area which can be freely accessed directly by the children during most of the day. A range of interesting activities are provided in these areas, such as a mud kitchen, large pirate ship and sensory play opportunities, including, water play with added blue glitter. However, while in general the outdoor areas provide sufficient interest and challenge they have not yet been fully developed to promote learning across other areas of development. For example, there is a lack of natural resources and materials in the large garden which limits children's opportunities to explore the natural world. The traditions and backgrounds of the children who attended the setting are valued and suitable resources and celebrations of different cultural festivals, supports children's understanding of the diverse society they live in.

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

Children demonstrate that they are happy and settled at the nursery and have developed strong bonds with staff. For example, babies put out their arms to be picked up when they become tired and need a cuddle. New children settle well due to the kind nature of their key person and the knowledge obtained about them from parents prior to visiting. For example, children attending settling-in sessions are warmly welcomed and provided with the activities and resources staff know they enjoy to help them settle. Transitions within the nursery are effective as clear information is exchanged from key person to key person as children move rooms. Children gradually move based on their individual needs, and parents are encouraged to be part of this settling-in process by sharing updated written

information about their children's current needs and interests at home. Effective systems are in place for when children attend other settings and good relationships have formed with local schools. Teachers visit the setting and children are invited to attend events at some schools, such as sports day and nativity plays.

The nursery has a welcoming and friendly atmosphere. Parents are cheerfully greeted as they enter the nursery and useful exchanges of information take place about each child's day both verbally and in daily record sheets. Children form close relationships with their peers and show them kindness and consideration. For example, older children save a place at the lunch table for their friends so they can sit together and play well together in activities, such as role play. Behaviour is generally good because staff offer sensitive and timely support when necessary. Children are encouraged to think about other people's feelings when they display unwanted behaviour, concluding that staff were upset when a poster was ripped on the wall. As a result, children are learning about the possible consequences of their actions and what is acceptable and not acceptable behaviour.

Children's awareness of developing a healthy lifestyle is encouraged through activities that promote healthy eating and through indoor and outdoor physical play opportunities. For example, toddlers are provided with good opportunities to develop their climbing skills on a climbing frame erected in their room. They carefully place each foot on a rung as they climb and are gently guided by staff to lift their feet over the top to reach the slide. Babies are regularly taken for walks in the local vicinity and children spend time at the local park, which further supports their physical development. Daily meals and snacks are prepared fresh on the premises by the nursery cook and provide a well-balanced and nutritional diet. Children understand that they need to wash their hands before they eat and older children learn to be independent, as they collect their cutlery, pour their own drinks and scrape their plates when they have finished their lunch. Staff provide children with a safe environment in which to learn and also encourage children to think about their own safety. For example, children know the action to take in the event of a fire and to be mindful of slipping on the wet wood on the pirate ship after a rain fall.

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

Arrangements for safeguarding children are good. Staff demonstrate clear knowledge and understanding of how to report concerns about children in their care. Effective policies and procedures support their work and help to ensure that children remain as safe as possible while attending the nursery. Strong relationships with parents mean that good channels of communication are in place and staff are kept aware of children's individual needs and family backgrounds at all times to ensure they are fully safeguarded. Recruitment procedures are thorough and help to ensure that children are cared for by a suitable staff team. Yearly appraisals, regular supervisions and monthly team meetings help to ensure staff continue to remain suitable for their role. Staff endeavour to provide a safe and secure environment for children through robust risk assessments and daily checks. They are deployed effectively around the nursery to ensure the safety of children as they play. The premises are secure and children are unable to leave the setting unsupervised.

Leadership and management are good and there is a secure knowledge and understanding of the requirements of the Early Years Foundation Stage. Staff demonstrate a clear understanding of their responsibilities in meeting the learning and development requirements and strive to provide all children with an effective and enjoyable learning experience. Educational programmes are monitored and, as a result, children benefit from a broad range of experiences that support their positive progress towards the early learning goals. Staff are encouraged to develop professionally and attend regular training that benefits the children in their care, such as behaviour management. Training is regularly cascaded to the whole staff team so that everyone benefits from refreshed knowledge and skills. The nursery's improvement plans are regularly reviewed and revised as targets are implemented and new ones take priority. Staff and parents contribute to the self-evaluation of the nursery and their input is valued as part of the decision making to implement changes. Positive steps have been taken to address the recommendations at the last inspection and demonstrate the manager's and staff's commitment to continuous improvement.

Partnership working with parents makes a strong contribution to meeting the needs of all children. Parents are warmly welcomed into the nursery and invited to regular events that involve them in their children's pre-school life, such as themed craft days. Parents feel that the nursery has a very calm and welcoming atmosphere. They also feel that staff work very closely with them to support changes in children's routines, such as the arrival of a new sibling. Partnerships with external agencies and other providers are good and this means that children benefit from a coordinated approach to their care and development and, as a result, they make good progress. Overall, the nursery is organised effectively to create a warm and welcoming environment in which children feel safe, secure and happy.

## 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

<b>Unique reference number</b>	223195
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	950981
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Bush Babies Children's Nurseries Ltd
<b>Date of previous inspection</b>	17/09/2013
<b>Telephone number</b>	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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