

# Gooseberry Bush Nursery

47 Long Street, WiISTON, Leicestershire, LE18 2AJ

<b>Inspection date</b>	17/02/2014
Previous inspection date	11/09/2013

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

- The outdoor play offers children an enticing and stimulating environment which further enhances the already good resources inside. This is supported by the good quality of teaching enabling children to make good progress in their learning and development.
- Children are safeguarded well. This is because staff complete regular training, have a secure understanding of their roles and responsibilities, and follow effective procedures to protect children.
- Practitioners work sensitively with parents, which offers a strong contribution to ensuring that children receive the necessary support for their individual needs.
- Children are happy and settled. Secure attachments are effective because the key person system is well-embedded promoting children's confidence and independence.

### **It is not yet outstanding because**

- Children's speaking skills are not maximised because practitioners sometimes overly direct activities and do not use all opportunities to model thinking. This, on occasions, restricts some children from working out problems, thinking and responding in a timely manner.
- Some group activities, such as story time, do not always maximise the benefits for younger and less able children to contribute and interact because the group is too large to support their literacy skills effectively.

## 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, safeguarding and behaviour management policies and procedures, risk assessments, children's records, planning documentation, attendance records, accident records, staff records and children's learning journey records.

## 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 seven nurseries privately owned by Bush Babies. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery have a hamster and a snail as pets.

The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, and one to level 4. The nursery opens Monday to Friday all year round with the exception of one week during the Christmas holiday period and all public bank holidays. Children attend for a variety of sessions, which operate between 7.45am and 6pm. There are currently 63 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- provide more opportunities for children to maximise their speaking skills during computer game activities by ensuring practitioners model good thinking skills and by refraining from giving too much direction
- review the way story time is structured to encourage younger and less able children to be more engaged with storytelling to maximise their literacy skills.

## Inspection judgements

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

The quality of teaching is good. This is because practitioners have a good understanding of child development, knowledge of the learning and development requirements and implement effective teaching skills in practise. As a result, children's progress is good. Practitioners robustly observe children in their play and effectively use information from parents which contributes to practitioners planning relevant and pertinent play for each child. Children's progress is recorded accurately in their own learning journey file. These are shared with parents, who are given opportunities to contribute. Practitioners encourage parents to support their child's learning at home. For example, 'activity at home' sheets sent home with the children help parents with ideas and suggestions to enhance their child's learning at home. Furthermore, a 'weekend book' is also sent home for parents to contribute information about their child's learning and home events.

Practitioners effectively use this to talk to children and plan relevant activities relating to their home experiences. Children develop the necessary skills to prepare them in readiness for school. This is because practitioners provide good activities to help children enhance their independence skills. For example, physical activities help children learn to undress and dress themselves. They also visit the library to enhance their already good literacy skills in recognising letters of the alphabet and that print has meaning in their chosen books.

Children explore various textures. For example, babies use paints and are given copious amounts of paper to move around on the floor as they explore with the paint. They engage well, using their hands and feet to make marks and also use brushes to further enhance their fine muscle control, making more defined marks. They have great fun and build their confidence by trying new and challenging experiences. Older children explore in a water trough, feeling iridescent strips with glitter and shiny snowflakes. They enhance their imaginative skills, talking about mermaids in the water and where the hidden treasure is. Children enjoy story time. They sit all together and interact with props related to the story. However, the activity does not always maximise the benefits for younger and less able children to contribute and interact because the group is too large to support their level of literacy skills. For example, older children are more confident in the group and are more familiar with the story and as a result, are more involved. Also, during some structured activities, such as computer games, practitioners do not always maximise opportunities to develop children's thinking skills. For example, practitioners sometimes overly direct the activity and do not make the most of opportunities to encourage children to think and problem solve for themselves. The imaginative skills of children are good. They thoroughly enjoy their time in the role-play area, making cups of tea and meals out of dry flour and pasta.

Babies explore programmable toys. They press buttons to make lights flash and music play. They confidently explore their surroundings because practitioners create a safe place and supervise them closely. For example, babies learning to walk are held carefully and also guided when using push along toys. Overall, babies are willing to have a go and try new and challenging activities. Older children initiate their own play. For example, they show great interest in bug hunting outside. Practitioners skilfully provide extra resources while asking open-ended questions and entice children further to investigate the hedges and stones for bugs. Children show enthusiasm and interest as they use the magnifying glasses searching for insects and bugs. Inside, children build with construction toys. They talk about the differing sizes and spaces with practitioners building towers and objects. This helps children to further enhance their mathematical skills and learn to share and taken turns.

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

A welcoming and stimulating environment is presented to all children, parents and visitors. The outdoor play area has significantly improved enticing children to explore and investigate. For example, practitioners skilfully present real-life objects creating a road works area using wheelbarrows, bricks, funnels, tubes and sand. Children benefit very well from the improvements as they excitedly dig and play imaginatively in the area while

having fun. Practitioners have risk assessed the area well and talk to children about the possible dangers. As a result, children are learning about keeping safe while, for example, lifting bricks. Furthermore, children spend time outside everyday enjoying the fresh air while exercising and learn about the elements of the weather. They are able to do this because they are provided with appropriate clothing, such as Wellington boots for when it is raining so their feet do not get wet. Toys inside are safe, stimulating and again are presented attractively to encourage children to explore independently.

Established relationships between children and practitioners are strong. When children first start practitioners understand and value the importance of gathering in-depth information from parents. Practitioners also plan and provide relevant activities pertinent to the child to help them settle. For example, as agreed with parents, push along toys are provided for new children who are learning to walk. Children are also sensitively supported by practitioners when they move up to new rooms, as well as when moving on to school. Practitioners share relevant information about the child, such as, their current targets for the next steps in their learning, as well as formal written assessments when they move on to school. The key person system works very well and children's needs are quickly identified and met. Children's personal routines are respected and met sensitively by practitioners. The behaviour of children is good. They are familiar with the routines and are kind to one another. Practitioners have a secure understanding of the importance of raising children's self-esteem. They praise children using positive words of reinforcement. Consistent strategies implemented by practitioners to manage a range of children's behaviour is robust. As a result, children are happy, settled and understand what is expected of them. For example, at lunch time children wait for all the children to have their meals on their plates before they all start eating.

Children's health is effectively promoted because practitioners are good role models. They help children learn about keeping healthy through daily tasks and activities because they oversee children's toileting and self-care routines well. For example, children know to wash their hands before eating to stop the germs from spreading. Healthy meals meet children's individual dietary requirements successfully. Children particularly enjoy meal times. Lunch of vegetable and chick pea curry with rice and naan bread followed by apple crumble and custard goes down a treat. Children show good levels of independence skills as they help themselves, serving up their chosen food onto their plates supervised by practitioners. They also help themselves by pouring their own drinks of water, showing good levels of muscle control as they do not spill it.

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

Children are effectively safeguarded. This is because practitioners have a secure knowledge and understanding of what they need to do should they have any concerns regarding a child in their care. Robust procedures are in place for any eventualities regarding the safety of children and if there are any concerns regarding the suitability of practitioners. Clearly written and robust policies and procedures for dealing with any concerns are successfully embedded in practice. Practitioners regularly undertake training to ensure all current practice is effective. Children are closely supervised and all risk

assessments for inside, outdoors and for outings are thorough, promoting children's overall safety. Furthermore, the manager oversees all records regarding risk assessments enabling her to track any emerging patterns and take swift action if necessary.

Practitioner's performance is closely monitored to ensure they are delivering an effective service to children and their family. For example, regular supervision and annual appraisals identify practitioner's training needs and monitors their suitability effectively. All records, written policies and procedures successfully underpin the smooth running of the setting. Practitioners adhere to them thoroughly, implement them robustly and maintain them well in practice.

Recommendations made at the last inspection have been successfully addressed, which promotes some aspects of children's literacy skills by using more interactive props when telling stories. Children's art work is carefully displayed, valuing what children have created in their own free expression of work. This also promotes a welcoming environment for all children, parents and visitors. The manager monitors how the educational programmes are implemented by practitioners. She spends time in the rooms observing how children play with toys and engage with activities, and evaluates how well practitioners teach children. Furthermore, parental questionnaires are issued at regular periods of time, to help the manager reflect on the service that the nursery provides and to make necessary improvements for the benefit of children.

Partnerships with parents and other professionals are good. Practitioners understand the importance of working closely with parents in order to meet children's ongoing and changing needs. Parent's evenings are well embedded into the routine where information is exchanged in a more structured way. This assists parents in understanding how well their child is progressing in their learning and development and provides further opportunities for them to discuss any additional issues. The manager is also approachable enabling parents to speak with her during operational times offering an 'open door' policy. Parents spoken to are happy with the service they are provided with and value the support to meet their child's ongoing and changing needs. Practitioners also value the input and support from other professionals to assist in meeting the needs of children. For example, practitioners work closely with speech therapists to further enhance children's communication and language skills. Links with local schools are firmly established, which enables practitioners to work closely with teachers to share information about children when moving on to their next stage in their learning.

### **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

<b>Unique reference number</b>	223213
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	950983
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	54
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Bush Babies Children's Nurseries Ltd
<b>Date of previous inspection</b>	11/09/2013
<b>Telephone number</b>	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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