

Bush Babies Private Day Nursery

5 Cross Church Street, Cleckheaton, West Yorkshire, BD19 3RP

Inspection date	09/04/2014
Previous inspection date	05/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff communicate very well with children, talking to them directly and clearly using words, phrases and signs that they understand. As a result, children are supported very effectively in their language development and the gap is narrowing.
- Babies and young children are happy and settle in quickly at nursery because staff provide a nurturing environment and respond flexibly to their emotional needs.
- The provider is experienced and well qualified. She works very effectively with her close-knit staff group to ensure that the educational programmes meet the needs of all children.
- Partnerships with parents are strong. Parents are actively supported to find out what their children are learning while at nursery and are encouraged to support their children's learning at home.

It is not yet outstanding because

- Children are provided with good experiences to explore and learn when they are outside. However, staff do not always plan and organise outdoor activities and resources to the very best effect, so opportunities to extend children's learning are sometimes lost.
- On occasions, there are some gaps in communication with local schools that children attend. This means some opportunities are missed to complement fully children's learning in school during their time at nursery.

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 staff engaging in a range of indoor and outdoor play and learning activities, and daily care routines with the children.
- The inspector talked to children and staff, and also held discussions with the provider during the inspection.
- The inspector undertook a joint observation with the provider of the nursery.
The inspector looked at children's assessment records and personal files. The inspector also reviewed planning documentation, evidence of suitability of staff working in the nursery, the provider's self-evaluation systems and a range of other supporting documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Anne Mackay

Full report

Information about the setting

Bush Babies Private Day Nursery was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single-storey prefabricated building in Cleckheaton, West Yorkshire, and is privately owned and managed. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery is open Monday to Friday from 7.45am to 6pm for 51 weeks of the year. There are currently 38 children on roll in the early years age group who attend for a variety of sessions. The nursery employs seven members of childcare staff, including the provider, who works directly with children. The provider holds a degree level qualification and a further five staff members hold appropriate early years qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is a member of National Day Nurseries Association and receives support from the local authority.

What the setting needs to do to improve further

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

- extend the planning and organisation of activities and resources in the outdoor environment, so that opportunities to extend children's learning are maximised
- strengthen the communication with local schools that children attend, so that children's learning at school is always fully complemented during their time at nursery.

Inspection judgements

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

Teaching is effective and staff have a thorough understanding of how best to meet children's individual needs so they develop well. Staff use skilful methods that provide relevant, specific opportunities and teach children in ways they understand. Staff undertake regular and detailed observations of children's activities and plot their progress. Key persons effectively plan for children's next steps in learning and review their progress regularly, together with other staff, so that all staff know how best to support the children in their care. Staff record children's achievements, including summative assessments and the progress check for children aged two, in well-presented files. These are clearly on display for parents and carers to access at any time. The files contain lots of interesting

information regarding each child's progress, complemented with examples of their early writing skills, artwork and photographs. Parents are well informed regarding their children's learning through visual wall displays supplemented with interesting newsletters. Parents are encouraged to make use of the home sharing bags and to borrow resources from the nursery, so that children's learning can be complemented at home.

Staff place a high priority on helping children acquire language and communication skills. They take great care to speak directly to children, using simple and clear language that is appropriate to their stage of development. They encourage babies to babble and take delight in sharing with parents any new words that they have heard children use during the day. Staff talk enthusiastically to older children about their families and activities at home. They encourage all children to be included in the conversation and take turns to talk and to listen. Children who have less language are encouraged to join in through staff using the relevant signs, such as the sign for 'home' or 'aeroplane'. Staff know to play blowing games with children to strengthen the muscle development in their mouths. When children speak English as an additional language, staff make sure that they know some words of children's home language to facilitate the transition to speaking English. These methods and skills support all children to make good progress in their communication skills and help narrow the achievement gap between the children who are at risk of falling behind and more able children. Children's physical development is very ably supported as they have plenty of opportunities to try out new skills in the outdoor environment. Staff help children to balance, jump and leap using a variety of wooden blocks. Milk crates and blankets are transformed into a den where pretend picnics are served. Children find out more about the world as they look for bugs with magnifying glasses. Staff encourage children to be gentle with the newly found ladybird and support them to learn more about creatures by bringing out a topic basket with books, bug glasses and other resources. However, staff do not always plan and organise outdoor activities and resources to the very best effect and some activities lack challenge. For example, staff do not consistently seize the chance to support children to practise their early writing and numeracy skills while outdoors. This means that opportunities to extend children's learning in the outdoor environment are sometimes lost.

Staff are vigilant in identifying any gaps in children's learning and have an excellent understanding of when to involve appropriate professionals and outside agencies to provide support to the children and their families. As a result, children are swiftly provided with any necessary support to enable them to reach their potential. Children make good progress in their learning and are motivated to keep on trying in their chosen tasks and do their very best. For example, when young children are using diggers in the sandpit, they are persistent in trying to work out the best ways to fill them up and move the sand around. Staff are patient and supportive and allow children the time to find their own solutions. Staff also ask questions when needed, gently guiding children to think about the various sizes and shapes of the tools in the sandpit, so that they can problem solve which will be most efficient way of moving the sand. Staff offer children lots of praise when they succeed, and children therefore learn determination and to not give up. In this way, children are learning important skills at their nursery that will be essential to them as they progress on to their next stage of learning.

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

Children benefit from being cared for in a homely, bright environment where staff, parents and carers know each other very well. Staff have often looked after older siblings or other family members, and this supports children to form warm and meaningful relationships with the adults caring for them. This helps to strengthen children's self-confidence and sense of belonging. Parents are actively encouraged to spend time at the nursery with their child during the settling-in time. They share information with key persons about their child's interests, home life and routines. This information is recorded on clear 'All about me' forms that remain part of children's files throughout their time at nursery. In addition, information about how babies and young children like to go to sleep is clearly displayed on the wall in the room where they take their naps. This offers additional assurance to parents that individual young children's preferences are known and respected. Routines within the under two's room are very flexible and staff adapt activities so that young children's individual needs are precisely catered for. For example, young children are offered lots of hugs and cuddles while reading a book as they slowly come round after a nap.

Effective transition arrangements are in place to ensure that children move up from the under two's room at a pace that suits them. For example, children who are about to move up are given the choice of which room they would like to eat their lunch in, so that they feel in control of the process. Children's good behaviour is very effectively promoted because staff role model the behaviour that they expect. For example, staff are respectful towards children, asking them politely if they will help clear up and undertake simple tasks, such as fetching a tissue for a younger child. Staff always praise and thank children for this support, and as a result, children feel positive about themselves and learn to care for others. In addition, staff know children very well and know when to anticipate potential problems. For example, staff understand when children find it hard to share a favourite toy and are vigilant to intervene and offer an alternative to other children who wish to take this away. As a result, the atmosphere in the nursery remains calm and children are supported to focus on their play and learning.

Good procedures are in place to promote children's health and well-being. Children play in a safe and secure environment as clear risk assessments are in place for all areas and activities. Staff complete a daily checklist to ensure that all aspects of the provision remain safe. They work together as a team to ensure that all areas of the provision are effectively monitored throughout the day. The provider employs a cook so that healthy meals are prepared on the premises. Individual food preferences are catered for and meals, such as shepherd's pie, provide the opportunity for meat or vegetarian options to be served. Fresh drinking water is available at all times. Children's independence skills are promoted as they are encouraged to serve themselves, and they enjoy chopping up fruit or making milkshakes. Staff ensure that they practise good hygiene techniques when changing nappies or preparing for meals, and encourage children to wash their hands at appropriate times throughout the day. Children are taught to be conscious of changes in the weather and are encouraged to wear sunhats to avoid getting burnt.

The effectiveness of the leadership and management of the early years

provision

Procedures for safeguarding children are robust. The provider is the designated person for safeguarding and she and her deputy have recently updated their training. All adults working with or having direct contact with children are rigorously vetted, and the provider's new systems offer additional security. Background checks on established members of staff have been updated and staff are now asked to verify in writing on an annual basis that there is no new information of which the provider should be aware. Staff are knowledgeable about the nursery's policies on safeguarding children and carry information around with them at all times, together with their identity badges, regarding who to contact if they have a concern about a child in their care. Staff understand the whistleblowing policies of the nursery and express an unreserved willingness to put these into practice, should the need arise.

The very experienced provider of this established nursery sets herself and her staff high expectations. As a result, children are given very good levels of care and learning. She recently found a new impetus to further improve her nursery and has introduced a number of new systems to make sure that children are provided with good quality teaching. For example, she and her deputy monitor all children's files to ensure that observations and assessment of children are precise and accurate. These are discussed with members of staff within supervision. She gathers together information regarding children's collective progress to ensure that there are no gaps. Together with staff, she identifies any areas of children's development where extra effort may be required to further extend their learning. In this way, she can be confident that all are working together to provide children with high quality experiences. The provider undertakes regular self-evaluation and understands the strengths and areas for development within her nursery extremely well. She uses simple strategies, such as a wish tree, for gathering the views of children and parents, and makes sure that she listens to the ideas that come from this. For example, she provided particular small world toys at children's request and more display boards following on from a request from parents.

Partnerships with parents are well established. Parents and carers spoken to at the time of the inspection shared complimentary comments about the staff, the homely environment and the way in which their children were making good progress in their learning. Links with other professionals who support children are very good. Staff from the nursery work extremely hard in partnership with health, social care and others to ensure that children are provided with high quality individualised support that will enable them to achieve. Links with other early years settings that children attend are generally effective. However, there are occasions when staff are not informed of key meetings or precisely aware as to which aspects of children's development and learning schools are concentrating on. This means some opportunities are missed to complement fully children's learning in school during their time at nursery. The nursery has useful systems in place for creating a smooth transition for children leaving the nursery and entering full-time school. Key persons complete and pass on all necessary background information and meet with the children's new teachers. This supports well children as they move on to their next stage of 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

Unique reference number	311502
Local authority	Kirklees
Inspection number	876886
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	38
Name of provider	Bernadette Jackson
Date of previous inspection	05/12/2011
Telephone number	01274 862812

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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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