

# Lilac Bush Nursery

The Barracks, Tigers Road, WIGSTON, Leicestershire, LE18 4WS

<b>Inspection date</b>	20/02/2014
Previous inspection date	20/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff develop close relationships with children so they settle quickly at the nursery.
- Comprehensive information is gained from parents to enable staff to provide care according to each child's needs, which helps them to feel safe and secure.
- Safeguarding of children is good because the staff know the procedures to follow in the case of a concern. The safeguarding policy is in place, reviewed and is updated regularly.

### It is not yet good because

- Observation and assessment of children's learning are not always accurate in identifying children's progress or their most relevant next steps in learning. Activities are not always tailored to offer sufficient challenge for all children.
- Teaching is not consistently good across the nursery. Staff do not all make best use of open-ended questioning to help children acquire language skills and to think about and solve problems effectively.
- There are not enough open-ended creative activities or supporting resources to fully encourage children to develop their own ideas and lead their own learning.
- Recent improvements have not had enough time to make a significant difference and the system of monitoring and evaluation to ensure practice is consistent is not sufficiently robust.

## 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 children's activities in the Baby room, Toddler room, Pre-school room and the outside learning environment.
- 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 and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Tina Garner

## Full report

### Information about the setting

Lilac Bush Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and is one of a group of seven nurseries in the local area. It operates from a refurbished office building in Wigston, Leicestershire. The nursery serves the local and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above and one member of staff is unqualified. The nursery opens Monday to Friday all year round except for one week at Christmas and bank holidays. Sessions are from 7.45am until 6pm. Children are able to attend for a variety of sessions. There are currently 73 children attending various sessions, who are within the early years age group. The nursery provides funded early education for two, three and four-year-old children. It supports a small 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure assessments accurately identify children's progress and the most relevant next steps in learning, and that these are used to shape learning experiences, particularly for two-year-olds
- enhance children's language and thinking skills further by making sure all staff use open-ended questions, and give children time to respond to them, as they support them in their play and learning activities, particularly in the pre-school room
- enrich children's creativity and thinking by developing planned craft activities and the range of supporting resources to enable them to further explore and develop their own creativity

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

- improve the monitoring and evaluation of teaching practice to ensure that all practitioners have appropriate skills and knowledge to promote consistency across the nursery.

## Inspection judgements

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

Teaching requires improvement, as the practice across the nursery is variable. In the pre-school room, some staff lack the skills to question children during activities and often fail to give explanations, to ensure children's learning is fully supported. As a result, children in this room are not making as much progress in their learning and development as other children in the nursery. Staff working with the younger children have a sound knowledge of how children learn and develop and how to provide a challenging and stimulating learning environment. For example, babies and toddlers explore treasure baskets, using their senses to investigate pine cones, materials and other natural fabrics. Staff ensure they model language, repeat words for reinforcement and praise young children for their efforts. Children in general, are confident communicators and happily engage in conversation with staff and other children. Throughout the nursery, from babies upwards, children listen attentively to age-appropriate stories. Staff engage their interest as they show them pictures and ask open questions using skilful storytelling techniques. Older children are encouraged to predict what they think might happen next or what they might do instead as part of the story.

Since the nursery was last inspected more thought has been given to the layout of the rooms. Consequently, babies are now provided with a cosy, inviting space, which supports their development well. Babies explore first experiences in each area of learning through the appropriately planned activities staff offer them. They enjoy role play based on real life experiences of what they know. They have a number of resources to support this. For example, children carefully carry a baby doll and pretend to feed it with a bottle. They also take a baby for a walk around the room in a pushchair. Children in other rooms enjoy some creative activities, such as, role play and exploring different tools and materials. However, particular themes and the use of pre-planned templates prevent children from developing their own individual creative ideas. Children are offered learning opportunities in the wider community. For example, the children are taken on regular walks and visits to the local park and shops. This extends their knowledge and understanding of the world around them.

Generally, systems to assess children's progress are successful, especially for younger children where staff use detailed observations and learning stories appropriately. However, there are inconsistencies in the delivery of these arrangements in some areas of the nursery. For example, next steps in learning are not consistently identified accurately enough in the room for two to three-year-olds. This results in some children not engaging in meaningful learning activities that meet their developmental needs and are fully matched to their stage of development.

Staff gain information from parents when their children first join. Ongoing involvement in children's development is encouraged. For example, they borrow books to take home and read. Staff talk to parents each day about their child's care and welfare. Parents can see their child's development record at any time and newly introduced parents' evenings allow more specific time to discuss their child's all round progress in more detail. Staff are aware

of the need to complete the progress check at age two and a summary of children's progress in the prime areas is written. Overall, they enjoy their time at the nursery and develop positive attitudes towards learning, ready for school.

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

Children clearly demonstrate that they feel safe and secure in this nursery. When they arrive they quickly settle to their chosen activities after saying goodbye to their parents. The nursery has clear settling-in procedures that are managed on an individual basis with each family, and this enables children to build attachments and relationships with their key person. They are confident to move around freely and they approach the staff for comfort and reassurance as they need it. For example, babies are able to settle to sleep because staff pat them gently as they begin to nod off. This enables them to form a secure attachment and to feel safe in their surroundings.

Children have regular access to the outside area, which is well designed and equipped to allow for fresh air and exercise as well as many other learning opportunities. Their physical development is well supported. There is a strong emphasis on healthy lifestyles in the nursery and staff work with children to promote healthy living. Home-cooked meals and good portions ensure children do not become hungry. Main meals are supplemented by healthy snacks each morning and afternoon. Fresh drinking water is available for all children, to ensure that they are able to get a drink if they are thirsty. Children and staff sit together at meals times in all rooms, which helps develop children's social learning through positive role modelling. It also helps develop their communication and language skills through singing activities while they are waiting, and conversations throughout the meal.

Children behave well, due to appropriately delivered boundaries and gentle reminders given by staff regarding the settings rules. They learn how to manage risks safely and the importance of safety rules through staff guidance, daily routines and reminders as they play. Children's independence and self-care is effectively promoted. For example, pre-school children are keen to wash their hands before mealtimes and confidently put their own coats on before going outside. Babies learn to hold spoons and are encouraged to feed themselves during meal times. This helps to prepare children for future transitions and their move to school. Spaces that children use are generally well organised to support children's play. However, staff do not always make best use of resources, particularly in relation to creative play, to ensure good quality learning experiences are consistently provided.

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

The manager and senior managers have a sound understanding of their responsibilities with regards to the safeguarding and welfare requirements. Clear safeguarding policies ensure staff are aware of procedures to follow with regard to whistle blowing.

Arrangements are robust because staff can recognise the signs and symptoms of child abuse and neglect and know what they should do if they were concerned about a child in their care. Children are safe when they are in the nursery and this is due to a combination of the thorough risk assessments and the vigilance of staff in their supervision of children. Recruitment procedures are robust to safeguard children. Leadership and management requires improvement. The manager has not been in post for long and has not had time to implement the priorities for improvement that she has identified. She has completed a thorough self-evaluation, which highlights areas for improvement, however, these have not all been fully addressed to secure improvement. The senior management team of the nursery group work alongside the manager, and are committed to providing a high quality nursery. However, the systems of monitoring and evaluation have not been fully implemented to ensure consistently good practice regarding children's learning and development. The manager and staff are well qualified and the management team is committed to staff's continuous professional development. Staff receive regular supervision and appropriate appraisal and induction procedures are in place. They are offered regular opportunities to further their qualifications and attend training courses. This is generally of benefit to the children, however, practice across the nursery is variable and so the potential effects of this training are not always realised. Children with special educational needs are supported well and the staff work closely with parents and other professionals involved in the care and education of the children. Partnerships with other settings, including schools and specialised professionals, are well established and provide children with continuity and consistency in their learning to help with their readiness for school when it is time to move on. Regular newsletters ensure that parents have a good overview of nursery life at any given time. Parents feel that the nursery is very accommodating to their child's individual needs. This means that children benefit from a coordinated approach to their care and development, as a result, are making some progress.

### **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>	EY443589
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	950980
<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>	75
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Bush Babies Children's Nurseries Ltd
<b>Date of previous inspection</b>	20/09/2012
<b>Telephone number</b>	01163193806

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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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