

Gooseberry Bush Day Nursery

Kemble Airfield Enterprise Park, Kemble, Cirencester, Gloucestershire, GL7 6BQ

Inspection date

19/05/2014

Previous inspection date

27/05/2009

The quality and standards of the early years provision

This inspection:

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

- Staff know each child particularly well. Therefore, children of all ages make good progress in their learning and development in relation to their starting points.
- The staff's use of the base rooms, and the good quality, accessible, varied resources, stimulates children to persevere in their learning. Younger children enjoy using their senses in a wide range of play.
- Strong links with parents and carers enable staff to share much information about the children and their learning at home and in the nursery.
- The management uses the knowledge and skills from staff and different agencies to provide strong, flexible and well-communicated support to children and their families.

It is not yet outstanding because

- Staff do not always ensure that younger children fully extend their independence and learning by, for example, encouraging them to help prepare activities and snacks.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each of the play rooms and the outside areas.
- The inspector had discussions with the provider, operations manager and the manager and talked with staff.
- The inspector undertook a joint observation with the nursery manager of role play in the two-year-old children's room.
- The inspector sampled a range of documentation including the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures, policies and evidence of staff qualifications.
- The inspector took into account the views of parents through discussion.

Inspector
Angela Cole

Full report

Information about the setting

Gooseberry Bush Day Nursery registered in 2003. It is located at the Kemble Airfield Enterprise Park, Kemble, Cirencester, Gloucestershire on the borders of South Gloucestershire and Wiltshire. The nursery operates from a single-storey, purpose-built unit with five main play rooms. There are three enclosed rear gardens for outside play. The nursery is one of three settings owned and managed by Gooseberry Bush Day Nursery Limited. It opens each weekday from 7.30am to 6pm, except for bank holidays. The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently 134 children from three months to under five years on roll. The nursery receives funding for the provision of free early education for children aged two, three and four years. Children attend for a variety of sessions. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are 25 members of staff to work with children, 21 of whom hold a childcare qualification. There are three staff working towards a recognised qualification and two staff working towards a further qualification. The owner and one member of staff hold Early Years Professional Status and one staff member has a degree in early childhood studies. The owner and three managers have attended management training at level 5 and above. The nursery has an Investors in People award.

What the setting needs to do to improve further

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

- provide younger children with more opportunities to develop their independence in readiness for the next stage of their learning, in particular by encouraging them to take on small responsibilities and make their own decisions about how to do things.

Inspection judgements

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

Staff know children well and their knowledge of how to promote children's learning and development is secure. Staff focus well on new children to determine their levels of development, gathering much information from new parents and making early observations. Key persons follow up observations with bi-monthly summaries of the support every child needs next in each area of learning. Daily and weekly planning is consistent throughout the nursery as staff base this securely on children's individual needs and interests. Parents receive robust encouragement to contribute to children's assessment, for example in 'My weekend' books. Parents add their children's words to their comments on the required progress checks for two-year-old children. Staff analyse their observations skilfully to note these younger children's achievements and identify any need for further support.

From the time they join the nursery, children have good support to achieve in their physical and personal, social and emotional development. They make strong relationships with staff and receive good support to extend their skills to work together, develop friendships and respect one another. For example, pre-school children suggest positive behaviours to label leaves on a 'sunshine tree'. Their understanding of how to behave develops so well that they progress to putting other children's photographs against these headings. All children extend their communication and language skills successfully, including those learning English as an additional language. This is because of the attentive staff members' constant attention to introducing new words and prompting conversation. For example, toddlers cuddle up to staff, reading stories and signing related songs. For example, they recognise a picture of a horse and sing 'Horsey, horsey' to themselves.

Children are keen to play and have fun at the nursery where they receive strong support to make good progress in all areas of their learning and development. Staff demonstrate a good understanding of when it is appropriate to become involved in children's play. As a result, children learn through their own choice of play and increasingly make their own decisions about their activities. For example, the youngest children become engrossed in play with many sensory media, including pasta and jelly. Children eagerly explore different raw vegetables on display and use these as tools to paint. However, staff do not always include younger children in ample discussion, or in practical preparations for activities, such as role play, painting and snack times. Consequently, children do not have maximum opportunities to develop their independence in readiness for the next stage of their learning. Staff teach children successfully about the early stages of mathematics and reading. They ask children interesting questions and encourage them to recognise shapes on potato prints and to count high numbers of named figures on the pre-school's number line. Staff encourage children effectively to extend their early literacy skills. They challenge children to talk about book related themes, such as building with snow, and to suggest other words beginning with the initial letters of their names.

Staff provide children with good opportunities to learn about the world, including on walks around the adjacent airfield. Children help to grow vegetables and talk about their pet hamster and the expected growth of tadpoles brought from home. Throughout the nursery, staff make robust use of the 'Every child a talker' programme and of 'Effective early learning' projects. Pre-school children also benefit from individual and small group work using language auditory skills and listening materials. These focused approaches have a good impact on children's language and communication skills. As a result, staff offer robust support to children, from a young age, so that they are well-prepared when they eventually move on to full-time education.

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

The staff teams' care practices help children to feel emotionally secure and to be physically, mentally and emotionally healthy. Children make smooth moves from home, and between nursery rooms, as a result of effective settling-in processes and a strong key person system. New parents have ample time to raise questions as they settle their

children and complete initial paperwork, including about their children and their routine. Babies and children build strong relationships with their key persons, who provide genuine warmth and affection. Room staff show interest in each child, listening attentively and swiftly meeting their personal needs. This approach enables younger and newer children to feel safe and secure, giving them the confidence to develop their independence and explore the learning environment. Children effectively learn how to keep themselves and others safe. For example, toddlers negotiate steps safely and children learn to use tools safely, including scissors and cutlery. Pre-school children assist eagerly in the checking of their outdoor areas. Consequently, they gain practical experience of assessing risks to help keep themselves and others safe.

Staff enable children of all ages to show a strong sense of belonging. For example, children demonstrate that they are used to the routines. They develop a good understanding of what staff expect of them, including listening at circle time, being polite and cooperating. Older children know to register themselves using cut-out figures. The helper of the day willingly takes on responsibility to count these and to complete the calendar. The nursery environment is calm and welcoming with children's work displayed. Staff plan the base rooms well so that children can find what they want to use. This enables children to move freely round the play spaces, choosing quality resources from low-level storage to help them take control of their learning. Older children build their confidence effectively as they decide when to use the rolling snack cabs and when serving themselves at lunch time.

Staff teach children about the importance of a healthy lifestyle from a young age. Children increasingly take responsibility for their personal hygiene and learn that they must wash to prevent germs, including after being outside and before eating. They drink regularly from individual beakers so that they do not become thirsty, especially in hotter weather. They choose from nutritious foods, including vegetables and fruits, and enjoy a varied and balanced diet. This includes themed menus, such as 'vegetarian' week. Staff take babies outdoors each day and most mobile children can decide whether to play in or out of doors for considerable periods each day. This choice means that those children who learn better outside have good opportunities to do so. Staff practice enhances the successful programmes for physical development. Pre-school children become proficient at changing their clothes for physical sessions and thoroughly enjoy practising, for example, their ball skills with the adults' help. These sessions help children to develop positive self-esteem and their self-help skills in readiness for the next stage in learning.

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

The provider and her managers lead the nursery effectively and all staff are dedicated to meeting the needs of children. Successful team-working fosters children's well-being, and the positive atmosphere contributes to a nursery that is welcoming and supportive to families. All required policies and procedures, including detailed behaviour management and safeguarding policies, are in place and well implemented by all staff to assist in the smooth running of the nursery. The senior management team monitors the delivery of the

educational programmes regularly. As a result, staff implement the new observation and assessment system consistently to support children's progress effectively.

The provider has a good understanding of the responsibility to meet the safeguarding and welfare requirements, and staff strongly prioritise children's safety. Employment procedures are robust and include established practices to review regularly the adults' suitability to be with children. The management uses supervision and appraisal well to support staff members to train further to improve their knowledge and skills; as a result, all staff are well equipped for their roles working with children. Staff are vigilant, and deployed effectively throughout the day, so that they supervise children well and meet their needs. The management is careful to meet the required staffing ratios so that children receive plenty of attention. All staff receive child protection training, while designated adults and other senior staff attend specialised safeguarding and safer recruitment courses. This approach means that staff demonstrate a strong knowledge of child protection procedures, including how to respond if they have a concern about a child. The indoor and outdoor areas are sufficiently spacious and staff implement a comprehensive programme of risk assessment for the premises and outings to minimise risks for children.

The staff work well in partnership with others. Key persons establish particularly good working relationships with families, enabling their children to settle. Parents and carers are warmly welcomed into the nursery and feel comfortable talking to staff, who demonstrate their genuine interest in them and their children. Key persons and their buddies use conversation and learning journals to share much information about children's care and progress. Staff encourage parents successfully to record their children's activities and progress at home, for example in 'weekend' books. Parents commend the nursery, especially the flexibility of the provision and the open communication established with families. Staff develop effective relationships with other providers caring for children through conversation and sharing excerpts from children's learning records and planning sheets. Staff show expertise in working alongside a wide range of other professionals to ensure all children receive support in line with their unique needs. This means that children with special educational needs and/or disabilities benefit from individually planned educational programmes and make good progress in relation to their capabilities.

The provider is strongly aware of the responsibilities in meeting the learning and development requirements. Senior managers monitor the planning and delivery of educational programmes and children's progress robustly, so that children continue to achieve well in each area of learning. Their monitoring is effective in identifying the groups of children who may need extra support to close gaps in learning. Staff have effectively addressed both recommendations from the previous inspection. The provider and the senior management team use in-depth self-evaluation that incorporates the views of children, parents and staff to identify areas for improvement. They are working on a wide range of action plans to bring about continual development. These include reorganising parts of the building, refurbishing garden areas and bringing natural features indoors. Development plans also include introducing a Reggio Emilia approach, establishing forest school activities and further enhancing parental involvement in the children's education. The level of intense reflection demonstrates a strong capacity for continuous improvement

to benefit children's well-being.

The Childcare Register

The requirements for the compulsory 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	EY263053
Local authority	Wiltshire
Inspection number	972098
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	74
Number of children on roll	134
Name of provider	The Gooseberry Bush Day Nursery Limited
Date of previous inspection	27/05/2009
Telephone number	01285 771456

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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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