

Gooseberry Bush Day Nursery

Ministry of Defence, 9th Supply Regiment, Hullavington Barracks, Hullavington, CHIPPENHAM, Wiltshire, SN14 6BT

Inspection date

20/06/2014

Previous inspection date

07/10/2010

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

- Children take part in a range of age-appropriate activities that keep them involved and engaged in purposeful play and, therefore, they are making good progress in their learning.
- Staff develop strong relationships with parents and encourage them to contribute well to children's learning and developmental needs to promote a cohesive approach to learning.
- The key-person system is effective and builds strong relationships between staff and children and helps parents engage in their children's learning. This means that children feel secure and receive the individual support they need.
- The leadership and management of the setting are strong and drive continuous improvements through reflecting on and evaluating the provision and learning opportunities they provide.

It is not yet outstanding because

- Staff provide a range of resources and equipment for babies to use. However, there is a lack of cosy areas created for them, where they can snuggle with their key person and relax when unsettled or needing a calm space.
- Children have limited access to information, communication and technology resources and programmable toys to explore why things happen and how things work.

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 all areas of the nursery and the outdoor areas.
- The inspector looked at various documents including policies and procedures, evidence of suitability of staff, training records and children's records.
- The inspector and manager carried out a joint observation.
- The inspector held interviews with parents.

Inspector

Liz Clements

Full report

Information about the setting

Gooseberry Bush Day Nursery was registered in 2009 and is one of three day nurseries owned by Gooseberry Bush Day Nursery Limited. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 43 children on roll, all of whom are within the early years age range. The nursery receives funding for the provision of free early education for children aged two, three and four. Before school, after school and holiday care are all offered. The nursery makes provision for children with special educational needs and/or disabilities and those learning English as an additional language. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round with the exception of public holidays. It is located within Buckley Barracks near Chippenham and provides care for children from the barracks and the surrounding rural areas. It consists of playrooms, a sleep room, kitchen, toilet and staff facilities. There are also two enclosed outdoor play areas. The company employs 14 members of staff, including a nursery cook and operations manager, of whom 11 hold relevant childcare qualifications. Both the manager and the director hold Early Years Professional Status.

What the setting needs to do to improve further

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

- review the organisation of the baby room environment to create cosy areas where children can rest and relax and have quiet time with key adults, for example, to aid their settling in and familiarisation within the environment
- increase the opportunities for children to use information and communication technology resources and programmable toys to explore why things happen and how things work.

Inspection judgements

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

Children enjoy a range of activities that effectively cover all areas of learning. The children demonstrate a strong sense of belonging in the nursery and are motivated to learn. Staff have a good knowledge and a clear understanding of how children learn. Therefore, they provide a full range of activities and opportunities that help children make good progress in their learning. Prior to admission into the nursery, parents complete an 'all about me form' about their children. Staff use these forms and work closely with parents to find out about children's care routines, so that they can meet children's welfare needs. This ensures staff know the children well and are able to meet the children's needs

consistently.

Babies freely explore their indoor environment and seek out activities of interest. For example, babies enjoy exploring 'sensory' play baskets, which include baby toys, cardboard, musical instruments, pots and pans. Babies develop their communication and language skills through a range of child-initiated and adult-initiated activities. They understand simple instructions and point and use gestures when they want their shoes on to go outside. Children form secure attachments to staff and this helps them settle in quickly. The baby room is large and there is a wide range of resources and equipment available. However, there are minimal cosy areas, with cushions and soft resources for babies to go to rest or snuggle with staff. Children are able to investigate and find the equipment they require and make independent choices from the selection of baskets available. Young children feel secure with their key person and respond to the close contact and positive praise and encouragement offered. As a result, they are happy and feel good about themselves.

Staff help children to gain an understanding of mathematical concepts through fun activities, and challenge them by using good questioning techniques. For example, at lunchtime a child was asked how many cups he needed to put out and he counted them out, one for each child. Then staff continued to challenge him by asking 'are you sure?' and the child's answer confirmed that he was confident in the number of cups he had counted. Therefore, children are developing their counting skills, confidence and problem-solving skills. However, children have fewer opportunities to use a range of technology as part of their everyday learning experiences. The children have access to the nursery's portable computer tablets but these are only used during one-to-one sessions and story time. This means children do not have consistent access to technology resources and programmable toys that help them explore how things work.

Children with English as an additional language are supported well. Staff constantly talk to all children and this effectively helps develop their vocabulary and communication skills. Children respond positively to familiar adults. They select resources for themselves and use activities and resources independently. They play with a purpose, concentrating well on a chosen activity and showing confidence when asking staff for support and participation. For example, while children were out in the garden, looking for bugs under a large log, staff helped them by encouraging them to lift the log themselves. Children excitedly named the bugs and mini-beasts that they could find. This develops their understanding of the natural world and local environment. Staff put together resource boxes to support outside activities. These contain, for example, photographic cards of insects, materials for making marks and magnifying glasses to look at the mini-beasts through. These all allow children to have good opportunities to investigate, explore and make observations of things they see and find. The children have access to a well-organised and resourced garden where they can play on a rope and tyre swing. They can camp out in a willow den and create meals in the mud kitchen, using a selection of pots and pans.

The quality of teaching is good. Staff use observations and assessments effectively to identify children's achievement and their next steps in learning. Staff compile an individual learning journey each child and use this to show a detailed knowledge of every child's

needs. Staff regularly discuss children's learning and progress with their parents and the learning journeys and daily diaries are always accessible to them. This helps to promote a cohesive approach to learning.

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

The staff and nursery environment is welcoming to children and parents. There is information displayed in the reception area, including photographs of the staff team which allow parents to see who is who.

Staff are friendly and welcoming. They work closely with parents to find out about children's care routines and value children's individual needs. The effective key-person system helps children to settle in well and form positive and trusting relationships with all staff. Children go to them for reassurance and a cuddle, which provides them with a secure and safe environment in which to develop their confidence and self-esteem. Children's behaviour is very positive due to the clear boundaries and guidance staff consistently provide. Staff are good role models and help children to understand right from wrong. Children respond well to positive praise and encouragement and staff are effective in helping them to understand and manage their feelings and behaviour.

Well-established routines means that children quickly learn what is expected of them. For example, older children know to wash their hands before meal times. The nursery offers a good range of healthy and nutritious snacks and meals that are prepared on the premises. Staff adopt effective hygiene practices to prevent the spread of infection, such as wearing aprons at mealtimes. Kitchen areas are kept clean and hygienic. Independence at meal times is promoted by allowing the children to serve themselves. Serving dishes are placed on a unit which has cut-out sections to securely hold the dishes in place. Children line up by the unit and serve themselves, with staff on hand to help them if needed, and all children are allowed time to make decisions about their lunch, which supports their independence. This means children are developing good personal independence and self-care skills.

First aid, medication and accident requirements are all being met and ensure that staff can treat children appropriately if they are hurt or unwell. This means that staff are meeting the health and well-being needs of children.

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

The management team are well qualified and experienced and show a strong commitment to driving continuous improvement. The managers and staff are dedicated and passionate about their work with the children. Staff ensure that each child makes good progress in their learning and that they are protected and safeguarded. All staff have a secure knowledge of safeguarding issues and procedures. They are aware of what to do if they have a concern about children in their care. Staff are deployed well to supervise children

and the required child-to-staff ratio is consistently maintained. In addition, there are bank staff available to cover any staff shortages.

There are robust procedures in place for recruiting, vetting and checking staff. This means that all staff are checked to ensure they are suitable and safe to work with children. In addition, staff skills and ability to work with children are assessed through an induction process and probationary period. Staff records are kept on a human resource system and kept secure in files in the nursery office. Once staff are appointed, the management team carry out staff reviews, appraisals and monitoring of their practice to ensure that all staff continue to be suitable to work with children. This means that there are rigorous processes implemented to safeguard children's welfare and well-being.

Positive relationships between staff and parents ensure children's needs are met. Parents and grandparents speak very highly of the nursery and have seen their children make good progress in their development. They express their satisfaction with the service provided. The staff keep parents informed on a daily basis through discussions with their child's keyworker.

The management team are fully committed to developing practice and ensuring continuous improvement. The managers have a positive influence on the standards and practices within the nursery. They are good role models to staff, they promote effective team working and they ensure that all staff are up to date with training. As a result, all children's care, learning and development needs are being well met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY400209
Local authority	Wiltshire
Inspection number	831022
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	60
Number of children on roll	43
Name of provider	The Gooseberry Bush Day Nursery Limited
Date of previous inspection	07/10/2010
Telephone number	01666 838 889

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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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