

# Blackberry Bush Day Nursery

The Old School House, Leicester Road, Countesthorpe, Leicestershire, LE8 5QU

<b>Inspection date</b>	06/05/2014
Previous inspection date	29/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 benefit from an enabling, well-resourced environment and staff have a secure knowledge of how young children learn through their own interests. As a result, children have fun and are happy enthusiastic learners who are eager to join in.
- Managers and staff form positive partnerships with parents, which ensures they are kept well-informed about their children's accomplishments and can support learning at home.
- Managers and staff have a secure understanding of their role and responsibility to safeguard children. They deploy themselves effectively and work very well as a team. As a result, children's welfare, care and learning needs are met well.
- Managers and staff show a strong commitment to the nursery provision and plans for continuous improvement are well targeted through setting ambitious targets and action plans.

### It is not yet outstanding because

- There is scope to further promote communication with providers of the Early Years Foundation Stage where children also attend in order to consistently maintain a shared understanding and common approach to supporting their progress.

## 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 activities in the two playrooms and the outside learning environment.
- The inspector conducted a joint observation and held a meeting with the manager.  
The inspector looked at children's assessment records and planning documentation.
- She checked evidence of suitability and qualifications of staff working with children, safeguarding policies and procedures, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## Inspector

Claire Jenner

## Full report

### Information about the setting

Blackberry Bush Day Nursery is one of seven nurseries owned by the same provider. It is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It opened in 1999 and is situated in Countesthorpe, Leicestershire. The nursery serves the local area and is accessible to all children. It operates from a renovated school building and there is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff, 10 of whom hold an appropriate early years qualification at level 3 or above. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 76 children on roll, all of whom are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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

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

- build on relationships and communication with other providers of the Statutory framework for the Early Years Foundation Stage that children attend in order to ensure they receive consistency in their care and learning.

## Inspection judgements

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

Teaching is effective as managers and staff have a good understanding of how children learn. Staff know the children very well and complete precise and purposeful observations and assessments regularly. They successfully use this information to plan a broad range of meaningful activities around children's next steps in learning. As a result, children of all ages are well supported in all that they do. Systems to assess children's starting points are well established and movements within the nursery are successfully managed to support continuity of care. Secure relationships with schools in the local area support children's next stage in learning. For example, arrangements to visit schools, meet with teachers and exchange information are effective. Children freely explore their surroundings with confidence. Babies crawl to the messy area to investigate the feel of spaghetti and pasta in a tray. Older children make independent choices, indoors and outside. For example, they can choose to quietly share a book with a member of staff indoors or use their imagination outside as they enjoy a lively game of 'super heroes' in the garden. Children are very well supported by staff who are skilled at following children's interests and facilitating ideas. For instance, a planned sack race is postponed when children show fascination in small creatures hiding under a log. Together with staff they investigate,

using magnifying glasses to take a closer look. Staff skilfully adapt and ask open ended questions which inspires more children to join the discussion. As a result, children are continually absorbed in purposeful play and make good progress.

Children's communication, language and literacy are well promoted across all areas of the nursery. Staff talk to children as they play and through everyday routines. However, they are also confident to step back and allow children time and space to converse with their friends but skilfully intervene at appropriate moments to extend learning. Children enjoy easy access to a broad range of carefully presented books and reading materials, both indoors and outside. They spend time, either alone or with familiar adults, looking through these on a one-to-one basis and at group circle time. They talk about what they see, point to familiar pictures and re-tell favourite stories. Children make marks in a range of play opportunities, such as painting, sand and playdough. They have easy access to a good range of resources, such as pens, pencils, chalks and tools. This effectively promotes children's literacy skills which prepares them well in readiness for school. All children enjoy singing and participating in action songs and rhymes. For example, very young children have opportunities to engage in some planned singing sessions. Staff successfully use their voices and facial expressions to help babies tune in so promoting their listening and attention skills. Children enjoy being creative and make use of a good range of equipment through planned activities and by accessing art stations indoors and outside. They are introduced to mathematics in a variety of activities and everyday routines. For example, older children check they have the correct number of plates and cups at lunch time. Younger children explore shape, space and measurement as they fill and empty containers of different sizes in the sand and water tray.

The role of parents is given high priority in order to support children's learning and development. All parents contribute to the initial assessment of children's starting points on entry to provide a baseline from which to monitor their progress. Regular and detailed feedback, relevant to individual children, helps them to feel included in their child's learning. This is achieved through the provision of daily diaries and a comprehensive exchange of information on arrival and collection. Furthermore, more detailed written reports are regularly shared with parents to show them what their children have achieved. Parents and children have easy access to their individual files, and staff ensure they make themselves available to talk through and explain in greater detail. Throughout the nursery information is displayed showing a range of information about activities and learning objectives within the setting. Parents are provided with individual planning sheets showing next steps for their children and what they can do at home. Consequently, parents are fully included and helped to support their children's learning at home. Staff have reviewed and updated the arrangements to ensure relevant assessments for two-year-old children are completed in a timely way and shared and agreed with parents. Children with special educational needs and/or disabilities are swiftly identified and staff work closely with outside agencies to enable them to fully support them in the nursery.

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

Children show a strong sense of belonging within the provision and form strong emotional attachments with staff. This is supported by the effective implementation of the key person system across the nursery. Settling in sessions are reflective of the needs of individual children. Staff have a secure knowledge and are sensitive to children's specific likes, needs and routines. For example, staff in the baby room quickly recognise when very young children are tired and respond warmly helping them to settle with their favourite comforters. Consideration is given to supporting children in building relationships with each other and all staff in the setting. They enjoy regular opportunities to play alongside their older and younger peers outside or when visiting other rooms. As a consequence, moves from home to nursery and from group room to group room are effectively supported and managed. Furthermore, links with local schools where children are due to attend are well established. For example, meetings and visits to local schools are common practice. This helps the children to become familiar with their new learning environment and be prepared for their next stage in learning. However, links with other providers of the Early Years Foundation Stage where children also attend are less effective. As a consequence, there is scope to extend this to further promote consistency of care for those children that attend more than one setting.

Children are cared for in a happy and fun atmosphere, which creates a positive learning environment for all. Staff pay close regard to the safety of children and ensure that activities, resources and equipment are suitable for their individual needs and interests both indoors and outside. In addition, great care is taken in creating a welcoming environment that successfully promotes children's sense of belonging and achievement. For example, throughout the nursery, children's art work and annotated photographs of them engaged in activities are attractively displayed and celebrated. Children's ability to play independently is well supported through the accessible toys and equipment both indoors and outside. As a result, children make choices about what they would like to play with. For example, a very young child explores his surroundings with confidence, independently opening low level drawers to find the toy of his choice. Children behave well and staff consistently praise and encourage children during activities and everyday routines. This successfully contributes to children's confidence and self-esteem. Children play well with their peers and older children show a strong sense of care for those younger than themselves. For example, they share and take turns with toys and equipment and help each other to select their vegetables at lunch time. Children's awareness of managing their own safety is effectively promoted. For example, children know they must not throw sand in case it catches someone in the eye. They show a growing sense of responsibility as they help to sweep it up to minimise the risk of someone slipping.

Children's understanding of healthy practices is successfully supported. They have daily opportunities to be physically active as they have free flow access to the well-resourced outdoor play area. The effective use and easy access to equipment, such as gazebos, means that children can play comfortably outdoors in all weathers. Children are offered a balanced diet with meals freshly prepared on the premises. Staff work closely together to ensure that children's individual dietary needs are met. Children enjoy the social occasion of eating together and show growing levels of independence as they help to set up and pack away. In addition, babies and young children are well supported. For example, staff enable them to have a go themselves, while offering timely intervention with good levels

of support. Staff understand the importance of good hygiene practices, which they pass on to the children. In addition, children's independence and understanding of managing their own personal hygiene and healthy practice is effectively supported. For example, children independently wash hands before eating their lunch and find tissues to wipe their nose.

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

Managers and staff pay close regard to the safety of children that attend the nursery. They have a secure understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. A recent review of the management structure and policies and procedures means that staff are confident in what to do if they have a concern regarding a child's welfare or practice within the nursery. Managers and staff have completed training in safeguarding and this is an ongoing agenda item at team and supervision meetings. This helps to ensure that they are up to date with any changes in legislation and remain fully aware of their roles and responsibilities. Managers advise parents of their responsibilities through discussion and access to the broad range of robust policies and procedures that underpin practice within the nursery. Comprehensive risk assessments are used to manage potential risks to children. These are regularly monitored and reviewed and any changes and action taken noted. All staff remain vigilant about children's safety. The adult-to-child ratios are effectively managed and children are well supervised at all times. Staff work very well as a team and successfully deploy themselves to ensure children's needs are met and that they play in a safe and secure environment. Robust recruitment procedures mean that staff complete the necessary suitability checks and have completed training. All staff complete a thorough induction process to help them understand what is expected of them. For example, all new members of staff are allocated a mentor who works alongside them and checks their understanding of policies and procedures. Frequent meetings for managers and staff provide opportunities to share any concerns, good practice and ideas within the nursery and other settings within the company. Robust arrangements for regular supervision meetings and annual appraisals enables the manager and senior managers to identify learning needs for each individual member of staff. A rolling programme of training ensures that all staff are supported in updating their skills, knowledge and level of qualification in order to support children. Staff talk positively of the strong working relationships. They recognise and respect each other's individual skills and attributes, which creates an upbeat and welcoming environment. Managers work closely with staff to monitor and evaluate the educational programme. For example, they regularly check planning and assessments and give feedback to support staff in ensuring these are consistent and precise. This means that staff are well supported in delivering the requirements of the Statutory framework for the Early Years Foundation Stage.

Partnerships with parents are positive and they express their appreciation for the welcoming staff group and the care that their children receive. They are provided with useful information regarding policies, procedures, practice and the care of children. This is achieved through daily discussion, website, email updates, regular newsletters and

informative display boards throughout the nursery. All parents are invited to share 'wow' moments and comments from home. For example, notice boards and post it notes are available in the foyer and in group rooms. Wider partnerships with appropriate professionals and with other providers of the Early Years Foundation Stage are generally effective in order to support individual children. However, there is scope to build on links with other providers of the Early Years Foundation Stage where children attend.

Managers and staff show a strong commitment and are enthusiastic and motivated to provide a high quality service to children and their families. They have successfully addressed actions and recommendations raised at previous inspections and have re-grouped as a team. Systems are in place to ensure the effective monitoring of the educational programmes so that children continue to make good progress. Arrangements to evaluate the provision are ongoing and managers and staff have successfully developed a clear action plan for continued improvements. In addition, managers have sought advice and guidance from Local Authority support officers which has also had a positive impact. Parents are invited to contribute to the self-evaluation process through verbal and non-verbal methods. For example, suggestion boxes, comments and general discussion. This demonstrates a clear understanding of the strengths of the setting and areas where there is scope for development in the provision for children.

### **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>	223194
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	967511
<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>	76
<b>Name of provider</b>	Bush Babies Children's Nurseries Ltd
<b>Date of previous inspection</b>	29/11/2013
<b>Telephone number</b>	0116 2788744

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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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