

Bird in Bush

Bird In Bush Nursery, 616 Old Kent Road, London, SE15 1JB

Inspection date

Previous inspection date

25/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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	1
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 have good knowledge and skills to promote children's communication and language skills through enthusiastic stories and a variety of techniques.
- All staff ensure that strategies are in place to communicate closely with, include and value all parents, meaning that they establish a strong partnership with parents.
- Safeguarding is a priority within the setting meaning that all children remain safe at all times.
- Staff are dedicated to self-evaluation, aiming to continuously improve the setting through reviews and evaluations, providing all children with a high quality of care and learning opportunities.
- Staff have a well-established key-person system and build good relationships that helps to ensure that children feel safe and secure.

It is not yet outstanding because

- Staff occasionally miss opportunities to further develop children's independence.

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 viewed the areas of the nursery that children use.
- The inspector observed staff interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children, gathered parents' views and spoke in depth with staff.
- The inspector invited the manager to carry out a joint observation.

Inspector

Kelly Hawkins

Full report

Information about the setting

Bird in Bush day nursery setting re-registered in 2014. It operates from the ground floor of a purpose built building, in the Peckham area, within the London Borough of Southwark. Children have access to two play rooms and two outside play areas. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Registers. It operates between the hours of 8am to 6pm Monday to Friday. Seven staff, including the manager, work directly with the children. The manager holds a level 6 with an Early Years Professional Status. The deputy is qualified to level 4 and one staff member holds a level 5 qualification. Three staff hold early years level 3 qualifications and one member of staff holds an early years level 2 qualification.

What the setting needs to do to improve further

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

- extend further the opportunities for children to develop independence during times in the routine.

Inspection judgements

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

Staff demonstrate a good understanding and show dedication towards promoting children's learning and development, through detailed assessment and planning. The experienced team demonstrate good knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff provide clear links between activities and next steps. Staff provide a variety of engaging activities and experiences which are accessible to all children on a daily basis. For example, older children enjoy hunting dinosaurs in natural materials, developing mathematical, language and understanding of the world. Babies enjoy music and instrument time, where staff respond to babbling and develop communication through singing and music. Children are encouraged to make independent choices in their play, as they become inquisitive and actively explore.

Staff plan achievable and challenging targets for all children using their interests and preferences, meaning that their individual needs are being met and their learning is extended. For example, staff enthusiastically made an active imaginative story within the garden, where children were encouraged to add to the story as they visited sharks and boarded the pirate ship. They brought the story alive and extended children's imaginations through tones of voices, senses and actions. Staff engage younger babies in constant communication and singing and staff respond consistently to their babbles, actions and smiles. As a result, all children make good progress and staff track progress to enable

them to promptly identify any potential gaps in children's development. Staff demonstrate good knowledge of their key children as they use babies interests and routines to quickly settle and comfort them. Staff obtain general information regarding new children's interests and routines by liaising closely with parents. Staff use initial observations to find out children's learning needs and identify accurate starting points. This supports a consistent approach between the nursery and home. Children are encouraged to hold a meeting weekly, to evaluate their week, likes, dislikes and wishes together with their key person.

Staff establish strong relationships with parents and outside professionals and good strategies are in place to maintain continuity in care for all children. Staff have regular meetings and stay and play sessions including invitations for parents to share their talents and attend events such as international week to share children's learning and development. Parents are encouraged to take an active role in their children's development. Staff invite parents to take the learning journals home on a regular basis and add their own comments about what their children like to do at home, include photographs and share news. This provides a consistency of care and an accurate overview of children's learning and development. Parents state 'that they feel well informed and included in their children's journey'.

Staff provide a wide range of resources and experiences, both in the indoor and outdoor learning environments, to stimulate and motivate children of all ages and abilities. For example, children are encouraged to use their imagination in the garden through spontaneous role play and a vast range of malleable materials such as corn flour. Babies experiment with pop up toys and explore sensory activities such as musical shakers and heuristic play to offer open ended opportunities. They have good opportunities to use a variety of materials to experiment with marks developing their imagination and early writing skills. For example, children can daily choose paints, chinks, glue, sand, water and writing equipment. These activities support children to develop hand eye co ordination and fine motor skills.

Staff encourage children to independent as they wash their hands, pour their own drinks and select and prepare their own fruits at snacks. However, this is sometimes inconsistent meaning that staff occasionally miss opportunities fully enhance independence skills further. Staff interact effectively with children giving good levels of constant communication to support children's language development during their play in a consistent way. Staff support children's learning and prepare them for their next stage by using thought provoking questions, such as, 'what do you think should happen next?' This challenges children's problem solving and thinking skills.

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

The extremely dedicated and experienced staff team meet the needs of all individual children to a high standard, by taking into account each of their specific needs and preferences. The key-person system is strongly embedded and as a result, children develop extremely strong and trusting relationships. This helps them develop a sense of

belonging in the nursery and gives the children a high level feeling of safety and security. Children demonstrate consistent good behaviour due to the extremely high level of praise and positive reinforcement from staff, who are outstanding role models throughout the routine and activities of the setting. Staff consistently and is constantly use signing throughout all routines within the day. This supports children of all ages and abilities enabling them to communicate effectively.

Staff plan high quality activities daily to cover all areas of development effectively. For example, children learn about the importance of fresh air and exercise as they are encouraged to use the opportunity to independently free flow in to the outdoor area confidently on a daily basis. Children independently and confidently wash their hands before snack and lunch and find their coats and shoes to access the outdoor areas. Children develop high standards of awareness of using equipment safely, such as knives at lunch times under close supervision and with effective support. Children are actively and consistently encouraged to problem solve independently, resulting in them resolving conflicts confidently. For example, the babies retrieve each other's shoes when they can see others are upset looking for them, meaning children have a high level of empathy and sense of care for others and older children share without prompting from staff. Staff prepare children extremely well for their next stage of learning for example going to school. They receive high levels of support to develop their understanding of everyday life skills during the well planned and effective experiences and learning opportunities that the routine offers consistently on a daily basis. For example children have their own named trays and pegs and a mathematics and literacy room where they access activities such as phonics.

Safeguarding is prioritised highly for all staff. Detailed and indepth Thorough daily and long-term risk assessments of the learning environments, outings and activities, are effectively in place and regularly reviewed and evaluated. Staff ensure that they are effectively well deployed and all staff hold a relevant first aid qualification, meaning that children are kept safe at all times. Staff effectively support children of all ages to identify and manage potential risks to keep themselves and others safe to a high standard . For example, children are encouraged to have an active part in fire evacuation drills developing their understanding and confidence to keep themselves out of danger. Children have daily access to the secure outdoor area to enjoy fresh air and exercise. The garden is spacious and encourages children explore the outdoor environment. Children can climb on balancing beams, ride bikes, use climbing equipment and make mud pies in the mud kitchen. This helps them to develop muscle control and coordination of their bodies as well as showing understanding of shape and space.

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

Management aim to adhere to well thought out and detailed systems to ensure the safe recruitment of qualified, dedicated and experienced staff. A thorough induction system includes detailed reviews of policies, vetting procedures and the safeguarding policies. Staff demonstrate a good knowledge and understanding of the nursery's policies and

procedures. They are particularly confident of policies, procedures and contacts in relation to safeguarding. This promotes children's safety and well-being.

The management team has a good knowledge of the requirements of the Early Years Foundation Stage and effectively supports staff in meeting the needs of all the children. They regularly observe and monitor staff practice to identify areas of strengths and areas to improve, through regular peer observations, meetings and supervisions. All staff and parents are included in identifying areas of improvement to develop and build upon and sharing ideas of how to achieve the improvements. For example the management team collects, values and shares views through effective use of questionnaires, and parent suggestion boards. Parents comment that 'all the recent new changes have been extremely positive'. The staffing team demonstrates determination and passion to continue to make changes that have a positive impact. There are clear future action plans in place. For example, management and staff have identified the importance of the outdoor learning environment so aim to develop the garden to further offer engaging and stimulating opportunities. Recent changes made to the layout of the setting and learning environments mean they are well organised, accessible and safe for children of all ages and ability.

Positive relationships are in place with other professionals including the local children's centre, special educational needs coordinators and receiving schools. This provides a well established support system and consistency to share accurate information promoting effective continuity of care for all children. Staff support children with special educational needs and/or English as an additional language well through embedded strategies, such as visual prompts, key words, signing and sharing of activities and information between the setting, home and other professionals. As a result, children with additional needs make good progress. Parents report positively on the support staff offer to help their children. They speak highly of the nursery, commenting 'I could not speak more highly of the nursery and all of the wonderful and dedicated staff'.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY477300
Local authority	Southwark
Inspection number	968752
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	46
Name of provider	The London Early Years Foundation
Date of previous inspection	not applicable
Telephone number	020 76393030

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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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