

Inspection of The Lavender Bush Nursery

170 Lutterworth Road, Blaby, LEICESTER LE8 4DP

Inspection date: 24 August 2022

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

While risk assessments are in place, they are not used to ensure all hazards at the nursery are identified and minimised. Nonetheless, children thoroughly enjoy attending this welcoming and friendly setting. Most children are eager to attend and show delight when they see familiar adults. They run into the nursery and quickly engage their friends and staff in conversation. Younger children, less secure than their more confident friends, show some reluctance to attend. Staff are skilled at engaging these children. They talk to them about the fun activities for them to engage in. This helps them to settle and quickly engage in play.

Children are supported by staff in their choice of whether they want to play indoors or outdoors. Children access an extensive range of resources, organised effectively by staff, to support their overall learning. Babies enjoy hiding in large cardboard boxes, showing good mobility skills as they learn to crawl in and out of them. Toddlers enjoy using their small-muscle skills as they scoop up sand in their hands and carefully pour it into smaller containers. Pre-school children show good hand-eye coordination as they skilfully use scissors to snip play dough.

Children behave well, and staff are positive role models for them. Children quickly learn about the daily routines as they tidy away when asked and know where to put the resources. They listen well to staff and act upon messages shared, such as 'use slower feet, please', when they are running through the rooms.

What does the early years setting do well and what does it need to do better?

- Risk assessments are not implemented effectively to ensure that all potential risks to children are minimised. Play equipment used by babies is not always managed effectively. Doors to areas containing hazardous items, such as cleaning equipment, are sometimes left ajar. Unsafe items, such as plastic aprons stored in the baby bathroom, are occasionally accessible to babies, and the fire-exit pathway is not kept free of obstruction.
- The manager has a very clear intention for what children need to learn next and clearly knows the children well. She talks about how this is shared with staff to ensure the learning for children is targeted appropriately. However, sometimes, staff do not make the most of learning intentions during activities to challenge children's next steps in their learning. This is occasionally the case for children in the pre-school and baby room.
- Support for children with special educational needs and/or disabilities is highly effective. The manager and staff team work closely with parents and other agencies to ensure all children get the support they need through targeted learning. This helps to ensure every child has the opportunity to make the best possible progress in their learning.

- Pre-school children love to practise their communication skills with staff, their friends and visitors. They explain about upcoming birthdays and parties they are due to attend, talking about the food they will eat and the games they will play. Toddlers begin to use speech confidently as they play with safari animals, naming them and suggesting what they might eat. While babies babble and attempt simple words, staff sometimes forget to help build on their growing skills. This means there is less opportunity for them to practise what they know.
- Children are offered nutritious meals to support their good health. Staff work closely with parents to ensure meals offered meet children's dietary needs. Routines are closely followed, particularly for babies, ensuring that any foods offered are appropriate for their individual needs. Mealtimes are social occasions, and all children and staff sit together. Pre-school children collect their meals from a trolley, carefully taking this back to their table. This process helps them with their independence in readiness for school.
- Partnerships with parents are a key strength of this setting. Parents speak very highly of the caring, committed and well-qualified manager and staff. They comment on how their children are seen as unique individuals and supported very well in their learning and development. Parents state they are very well informed about how their children are learning. They comment on the successful systems in place that support a smooth transition from room to room in the nursery, as well as on to school.
- Staff are skilled at following children's interests. One example of this is when children visited a safari park and spoke of how much they enjoyed this. Staff took time to develop an area with wild animals, water and sand for children to explore. Children recall what they saw on their visit and share this eagerly with their friends.
- The new manager works well to support staff and enhance the quality of teaching across the nursery. Staff feel valued and supported in their roles. They have access to a range of training through the company portal and use this to enhance their skills. Supervision is regularly offered to staff to talk about the progress children are making as well as any concerns they may have. Staff say their well-being is very well supported.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff do not use risk assessments well enough to identify risks in the environment. This impacts negatively on the safety of children. All staff, including the manager, have a secure knowledge and understanding of how to identify signs and symptoms of abuse. They know what to do and who to report to should they be concerned for the welfare of a child. Staff help children and their parents, through discussion and activities, to understand about the internet and the dangers this can pose to young children. Recruitment procedures follow stringent processes to ensure all those working with children are safe and suitable. Staff must declare any changes in their circumstances to ensure they remain safe to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure risk assessments identify potential risks to children with regard to resources in the baby garden, the pathway on the rear fire exit, accessible items in the baby bathroom, and doors in areas not accessible to children and take action to minimise the risks.	07/09/2022

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

- help staff to understand the intent of the activities offered to children to ensure these are used to challenge children's skills more effectively
- use every opportunity to enhance babies' communication skills.

Setting details

Unique reference number	EY388572
Local authority	Leicestershire
Inspection number	10138452
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	84
Number of children on roll	116
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0116 2786040
Date of previous inspection	6 February 2014

Information about this early years setting

The Lavender Bush Nursery initially registered in 2009 and is located in Blaby, Leicester. The nursery re-registered in 2016 and is part of a group of nurseries owned and run by Busy Bees Nursery Limited. The nursery opens Monday to Friday, from 7.45am to 6pm, for 51 weeks each year. The setting employs 29 childcare staff. Of these, 25 hold relevant early years qualifications. The nursery offers funding for two-, three- and four-year-old children

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager took the inspector on a learning walk where they discussed how she organises the nursery and the curriculum.
- The inspector spoke to parents during the inspection and took account of their views.
- During the inspection, the inspector spoke to the manager, management team, staff and children at appropriate times.
- The inspector observed children, indoors and outdoors.
- The manager and inspector carried out two joint observations together.
- The manager ensured the inspector had access to key documentation, including evidence of staff suitability.

We carried out this inspection 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.

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