

Inspection of Gooseberry Bush Day Nursery Kemble

Cotswold Business Park, Kemble, CIRENCESTER, Gloucestershire GL7 6BQ

Inspection date: 6 January 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The nursery manager welcomes children and parents when they arrive at the nursery. There are effective handover practices, and babies and children settle quickly, ready for their day. Children are happy, busily becoming engaged in their play. Parents are happy with the information they receive and share with staff about their children's development. Children show excitement about what activities are available today. Babies have resources to help them grasp sensory objects and pull themselves up to stand. Toddlers play peekaboo behind the curtain and join in with spontaneous singing. Older children, who love riding bikes, choose to go outside and help to prepare a 'road safety course'.

Children behave exceptionally well. Staff reinforce rules. Children know to tidy up when the music plays. They respond well to the praise and encouragement of staff when they have done a good job. This helps gives them a positive sense of self. Children have a good sense of responsibility. They show pleasure in helping to set out the tablecloth for lunch. Children are kind and friendly, imitating the good example the staff set them. They cooperate with their friends in a sociable and caring manner. As they play on the computer, they find a chair and make space for new children to join in.

Staff know children well and they know young children learn by having a go. They promote learning by providing a range of rich and varied experiences. Adult-led and child-initiated activities help children to investigate and explore. Staff are close by using a running commentary about what is happening when playing alongside children, modelling and describing language. For example, in the sand play, children discuss with staff the properties of sand and learn how it is cold and grainy, wet and sloppy.

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

- Transitions are a real strength of the nursery. Staff manage this very well and support each other, children and families with the process. They know transitions work best when children are ready to move and have a good positive start in their new room. Staff help children to feel comfortable, relaxed and valued. Children learn to feel good about themselves and have a strong sense of belonging.
- Singing and rhymes are incorporated throughout the nursery within planned and spontaneous activities. Babies connect with staff and each other, as they show delight when staff burst into song. Toddlers ask for 'hop little bunny'. They join in and show they can recall the song and they know the actions.
- Children are enthusiastic learners. Staff use what they know about children's current interests to plan for an interesting and engaging environment. They use

open-ended materials, enabling children to have their own ideas to support their learning. However, staff do not always capture children's individual learning well enough. Therefore, the 'next steps' for some children are less precise and specific.

- Staff use activities to help children to learn new skills. For example, a sand activity included 'aliens' to help children hear and say the letter 'a' to support their early literacy skills. Children become really excited by finding words and objects linked to this. Staff develop toddler's independence, as they serve themselves more fish curry. This helps children to develop skills for their future learning.
- Staff encourage children to persevere when taking off their shoes and boots. Staff say, 'keep on trying, you're nearly there', and celebrate success with a 'well done'. This helps children develop their personal development skills, such as helping them to become self-sufficient and capable.
- Children benefit from regular and consistent routines. Very young children support their own self-care. Children of all ages wash their hands without prompts. Staff remind some children to wipe their noses. Children are able to do this all independently and follow simple instructions. Staff help children learn about the importance of good hygiene routines to support a healthy lifestyle.
- The managers enable staff to attend a wide range of training opportunities. They actively support continual professional development. Staff have recently completed training on the use of puppets to support children's expressive language. Staff discuss training at meetings to ensure it has a positive impact on children's development.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare and safety have a high priority in the nursery. Children know how to keep themselves safe and know how to keep the floor clean to avoid slipping. There are clear safeguarding procedures known by all staff. Staff are aware of the types of abuse and the procedures to follow if they have a concern about a child. Managers and staff know how to report to appropriate agencies, including any allegations. There are safe recruitment procedures in place to ensure all staff working with children are safe and suitable to do so. There is a robust mobile phone policy, which is actively managed to ensure staff do not use them in the nursery to protect children's welfare. The premises are safe and secure.

What does the setting need to do to improve?

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

- Enable children to make the best possible progress by ensuring staff specifically identify the next steps in children's overall learning.

Setting details

Unique reference number	EY263053
Local authority	Wiltshire
Inspection number	10234725
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	74
Number of children on roll	112
Name of registered person	The Gooseberry Bush Day Nursery Limited
Registered person unique reference number	RP902614
Telephone number	01285 771456
Date of previous inspection	17 February 2017

Information about this early years setting

Gooseberry Bush Day Nursery Kemble registered in 2003. It is located at the Cotswold Business Park, Kemble, Cirencester, on the borders of South Gloucestershire and Wiltshire. The nursery is one of two settings owned and managed by Gooseberry Bush Day Nursery Limited. It is open all year, each weekday from 7.30am to 6pm, except for bank holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 25 members of staff working with the children. Of these, four hold qualified teacher status, two hold a relevant qualification at level 5, 13 are qualified to level 3 and four hold a qualification at level 2. The nursery supports two apprentices.

Information about this inspection

Inspector
Claire Cook

Inspection activities

- This was the first routine inspection the nursery 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 and inspector carried out a joint observation and spoke with staff.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.

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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