

Inspection of Bush Babies Private Day Nursery

5 Cross Church Street, Cleckheaton, West Yorkshire BD19 3RP

Inspection date: 17 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive at this inviting and welcoming nursery. They are warmly greeted as they arrive by the kind and attentive staff and leave their parents with ease. Children develop close and secure attachments to the staff and show that they feel happy and safe. This is evident as children sit and cuddle with staff and share stories together.

Children are provided with a rich and varied curriculum that interests and excites them. Staff focus on what they know about children to create a rich variety of activities and experiences. They respect and encourage children's ideas and help them to explore these in their play. For example, children are inquisitive and show concentration as they investigate ice. Staff extend learning and challenge children to think of ways they could melt it. Children add warm water and watch the ice melt and turn to water. This supports children to make good progress in their learning.

Children's behaviour is very good. Staff act as good role models and have high expectations for children. Their polite and respectful behaviours are mirrored by children. Staff provide children with consistent and clear instructions. This helps children to understand the rules in the nursery. They behave well and feel happy and safe.

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

- Staff sequence children's learning to build on what they already know and can do. Children make good progress by learning new skills and gaining a positive attitude to their learning. For example, during circle time, older children come together to build on what they know about letter recognition and the ability to identify their name. Children are fully prepared for the next stage of their learning and their eventual move to school.
- The manager has a clear vision for the nursery and strives for improvement. She checks staff well-being regularly, and staff value this. Staff have access to regular team meetings and supervision sessions. The manager ensures that staff complete mandatory training, such as first aid and safeguarding, to help keep children safe. However, training is not yet specifically targeted to help staff to build on their already good teaching, to raise this to an even higher level.
- Children's good health is promoted well. They enjoy regular opportunities to go outside in the fresh air and engage in physical play. Staff provide children with healthy meals and snacks each day. Children learn about good oral health. They access resources to practise their toothbrushing skills and learn about the role of the dentist. This helps children to understand about leading healthy lifestyles.
- Children with special educational needs and/or disabilities (SEND) are well

supported. The special educational needs coordinator works closely with staff, parents and other professionals to ensure that the individual needs of children are met. Children with SEND benefit from very positive interactions from staff and form strong bonds with their key person. Children with SEND are consistently supported and make good progress.

- Children's communication and language development is given high priority by the manager and staff. Staff understand how to create a language-rich environment that supports children to broaden their vocabulary and develop speech. They speak clearly to the children and listen carefully to their opinions. Staff regularly read stories and sing songs with children that support their early speaking and literacy skills.
- Overall, staff support children to develop confidence and build on their independence skills in readiness for school. This is evident when children wash their own hands before they eat, learn to use the toilet by themselves and choose resources independently. However, staff do not consistently make use of all opportunities to strengthen children's independence skills. At times, staff step in to quickly to support children. For example, by putting on their coats and shoes and wiping their noses for them.
- Partnership with parents are strong. Parents share their praise for the manager and staff at the nursery. They speak very highly of the emotional and practical support they receive. Parents are kept informed about their children's learning through daily discussions, individual learning journals and summaries of their development. Staff provide parents with home learning suggestions, such as activity and story bags to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- embed a programme of professional development for staff to build on their already good teaching skills
- promote children's growing independence skills further by encouraging and giving them more time to do more for themselves.

Setting details

Unique reference number	311502
Local authority	Kirklees
Inspection number	10308076
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	24
Number of children on roll	29
Name of registered person	Jackson, Bernadette
Registered person unique reference number	RP512187
Telephone number	01274 862812
Date of previous inspection	16 March 2018

Information about this early years setting

Bush Babies Private Day Nursery registered in 1999, and is located in Cleckheaton, West Yorkshire. The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5 and five at level 3. The nursery opens from Monday to Friday all year round, closing for one week at Christmas. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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 provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the nursery.
- Staff spoke to the inspector during the inspection.

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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