

Gooseberry Bush Nursery

Inspection report for early years provision

Unique Reference Number	223213
Inspection date	19 February 2008
Inspector	Jean Suff
Setting Address	47 Long Street, Wigston, Leicestershire, LE18 2AJ
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Registered person	Bush Babies Children's Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Gooseberry Bush Nursery opened in 1995. It is part of Bush Babies children's nurseries which operate over five sites across Leicestershire. It operates from private premises in Wigston serving the local and surrounding areas. There are currently 72 children aged from birth to five years on roll, including 18 funded three-year-olds and five funded four-year-olds. The setting has experience of supporting children with learning difficulties and/or disabilities and those with English as an additional language. Children attend a variety of sessions. The setting operates five days a week all year round and opens from 07:45 to 18:00. There are 11 full-time staff and three part-time staff in addition to the manager who also works with the children. Nine hold Level 3 qualifications in early years and two more are working towards a recognised qualification. The setting receives support from a mentor teacher from the Leicestershire Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is mostly promoted effectively in the clean and fresh nursery environment. Policies and procedures are in place to help to prevent the spread of germs. For example, staff clean tables thoroughly before snack and lunch with anti-bacterial spray and follow sound nappy changing routines. However, staff do not always wash babies' hands before meal times. Although older children know why they need to wash their hands after using the toilet and before eating, there is a long time delay between hand washing and eating during which children return to their activities. Children, therefore, are not fully protected against the spread of infection.

The nursery has appropriate first aid equipment and all staff hold current first aid qualifications ensuring that accidents can be dealt with confidently and competently. Important information is gathered and readily accessible to staff regarding children's dietary and health needs to ensure that these are met. Clear procedures are followed to safeguard children's health such as recording accidents and injuries. This helps to ensure that children receive consistent care as their needs are accurately recorded.

Children are offered nutritious meals such as savoury bread and butter pudding or tuna pasta bake. They very much enjoy their food and eat a good quantity. Children are beginning to learn about healthy eating as they taste a variety of fresh and dried fruit as a snack. They are encouraged to take regular drinks to ensure they remain hydrated and comfortable during their time at the nursery.

Children have opportunities to play and engage in physical activities on a daily basis. They confidently run, chase each other, climb, slide and throw bean bags and balls. They experiment with mud, look at insects and engage in imaginative play outside so benefiting from fresh air. Various types of indoor play, such as dance sessions, are offered when the weather prevents access to the outdoor space. Children therefore develop their co-ordination and large muscle skills. Children learn to effectively use tools and equipment that help to develop fine muscle skills and their hand to eye co-ordination. For example, they use scissors, pencils, puzzle pieces and a range of utensils for pouring and measuring. Staff sensitively supervise children and offer the younger ones additional help and guidance in order for them to achieve and make progress.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. The premises are suitable for purpose and made very welcoming to children and families through the use of attractive furnishings, wall decorations and displays. Children use high-quality equipment and play materials and there are good systems in place to check that they remain safe for them to use. Staff pay good attention to safety issues when presenting toys and activities to children. For example, they ensure that they are appropriate for the ages of children using them and provide protective clothing such as aprons and thin plastic gloves when using compost. Children are beginning to learn how to keep themselves safe through discussions with staff, who use everyday routines well to promote children's understanding. For example, they show children how to sit at the picnic table outside and remind them not to shine a torch into each other's eyes.

Children's safety is protected well as the premises are kept secure to prevent unauthorised entry. Robust systems are in place for the arrival and departure of children such as the use of individual security codes to ensure they leave the premises safely with known adults. Staff ensure positive steps are taken to promote safety both inside and out. For example, they are vigilant in the use of stair gates and barriers to ensure children do not access restricted areas or stairs. Constant supervision of children and very good communication between staff members minimises risks and ensures children are able to move around safely. Regular fire drills are carried out helping children learn about the importance of the procedures to be followed in the event of an emergency.

Children's safety is further promoted because staff are familiar with most aspects of the setting's safeguarding policies and procedures and have a clear understanding of their responsibilities to children. They demonstrate a good awareness of the signs and symptoms of abuse and the action they are required to take if they have any concerns. However, staff are unsure as to the procedure to follow if an allegation were to be made against themselves which means children are not fully protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very settled and relaxed in the nursery. The clear routines enable them to be aware of what is available for them to do. Children feel safe, secure and confident in the environment because staff are calm and respond to their needs. Staff get to know children well by gathering detailed information from parents which allows them to plan to meet children's individual needs. Sensitive care is evident in the interactions between staff and children, for example as children share information about their lives and staff listen and respond attentively.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage curriculum and how young children learn. For example, by providing practical and immediate experiences and making links between areas of learning. Clear, comprehensive and flexible planning across all six areas of learning ensures children make good progress towards the early learning goals. Staff know the children well and make regular observations of children's achievements and development. These contribute to systematic and informative assessment records which are used to plan for the next steps in children's learning. Staff have high expectations of achievement and mainly ensure that activities provide appropriate challenge for children. All staff at the setting encourage children to think and demonstrate what they know, for example by sensitive questioning and helping children to make connections with previous experiences and learning. Staff work directly with children and use a range of strategies to actively encourage children's purposeful play and sustained focus on activities. They provide an inviting environment that is mostly organised to help children become independent learners and there is a good balance between adult-focussed and child-initiated activities. However, some whole group times are long and children tend to lose interest and become distracted. This limits learning. Staff manage children's behaviour very well, using positive language and age-appropriate explanations of wanted or unwanted behaviour. Staff are very attentive to the needs of children, listen to them, join in with their play and show them respect so helping them to develop well.

Children very much enjoy their time at the nursery and have a positive attitude to learning. They are settled and mostly purposefully engaged throughout the session. Velcro name cards,

pegs and numerous photographs of themselves give children a good sense of belonging and encourage them to feel part of the group. Children's behaviour and self-control are good as they move between rooms and the outdoor play space, work well together and share toys and equipment. They follow instructions, tidy up and take turns with the torches very well. Children are settled in their known routine and confidently offer ideas at circle time. Children's contributions and achievements are valued by staff who display children's efforts so helping them develop a sense of pride.

Children enjoy listening to and joining in with stories. They have good opportunities to look at books with staff or a friend in a comfortable reading area where books are used to support topics and provide factual information. Children learn to recognise their own and each other's names as they find and attach them to a felt board. They have many opportunities to mark-make as they use pencils, crayons, felt pens and chalks to write and draw both indoors and outside. Children use a good range of attractive resources to develop their counting and sorting skills. Children are making good progress in their mathematical development as staff use opportunities to count and draw children's attention to numerals during planned and spontaneous activities. For example, they take number cards outside with them to aid numeral recognition during a bug recognition activity. Children learn about shape and space as they construct with a range of materials such as bricks and cardboard boxes.

Children are beginning to make sense of the world around them as they investigate and explore through a range of direct experiences. They experience different textures as they handle mud, soil, sand, water and dough. They observe living things such as fish and insects. There are many opportunities for children to engage in creative play. A range of instruments enables children to explore different sounds, tap out a rhythm and improvise tunes whilst singing well-known songs and rhymes. Children recreate roles in the sand tray and indoor garden area, where staff enhance and sustain play so allowing children to remain in role for extended periods of time. Children's dexterity is promoted well through a range of activities that require hand to eye co-ordination. They roll and manipulate play dough, dig and pour dry sand and develop different grips as they draw and cut out masks and manipulate puzzle pieces. Children learn about information technology as they operate computer programmes and games and use everyday technology in role play.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the nursery where they are valued and respected. Staff work well with parents and carers to meet children's individual needs and ensure they are fully included in the setting. Positive steps are taken to help children develop a sense of belonging. For example, staff spend time welcoming children at each session and a good variety of photographs and children's work is on display. The setting has effective systems in place to ensure the needs of children with learning difficulties and/or disabilities are met. Children participate in a variety of activities which are linked with festivals such as cooking different foods for Chinese New Year. A range of resources are provided which reflect positive images and help children learn about similarities and differences in society. Children learn about their local area as they visit the park, library and a children's centre.

Children's spiritual, moral, social and cultural development is fostered. Younger children learn to share and take turns with equipment and play harmoniously together through the staff's reassurance and encouragement. Older children play co-operatively with their peers and show concern for one another. For example, they help each other to reach tissues and attract the

attention of staff when needed. Children learn to care for living things as they look after the goldfish and study insects. Staff use a range of positive strategies to encourage good behaviour, such as distraction and explanations in easily understood language.

Staff work closely with parents to meet individual children's needs so that all children receive appropriate support. Parents are welcome to visit the setting and receive a comprehensive prospectus outlining the provision. Staff note children's likes and dislikes, allergies and information that they need to know to make the children's time at the nursery safe. Once children are at the setting, parents receive regular newsletters in addition to useful information on display in the reception area. Staff are very approachable and provide regular informal exchange of information as children arrive and leave in addition to a written diary.

Partnership with parents and carers of children in receipt of funding for early education is good. The nursery provides information on the Foundation Stage and the six areas of learning and holds open evenings when parents can discuss their children's progress. Parental contributions are added to assessment records and the setting provides a written report for parents at the end of their child's time with them. The nursery works hard to keep parents informed of children's progress. They support parents in continuing with play and learning tasks at home and seek parental views on how they can best work together to the benefit of the children.

Organisation

The organisation is good.

Children's health, safety, well-being, enjoyment and achievement is promoted by well-organised systems. The nursery offers a very friendly and welcoming environment. Facilities and resources are well planned so that children are able to play freely and access resources for themselves, therefore encouraging children to be independent. A comprehensive range of policies and procedures are in place, mostly reflecting the practice. Staff are aware of their responsibilities and ensure that the necessary requirements are in place so that children are suitably cared for. Children's welfare and health is promoted as staff ensure they have contact details and signed permission slips from parents in case of emergency. Effective recruitment and vetting procedures ensure staff's suitability to work with children. Good induction processes are in place helping staff to settle into the working practices of the nursery, ensuring children are safe and well cared for. The nursery has a positive ongoing vision for the future and an awareness of the need to support parents and families for the benefit of the children. Overall children's needs are met.

Leadership and management of early education is good. Effective systems are in place to ensure children make good progress along the stepping stones in all areas of learning. The management team are committed individuals and are constantly striving to improve their practice and facilities. They have systems in place to monitor and evaluate their practice, supported by the local authority. They are developing their skills of self-evaluation so they are able to assess their own strengths and weaknesses and support each other.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure adult handling of behaviour is consistent and developmentally appropriate, respecting individual children's level of understanding and maturity. The nursery now has a clear behaviour management policy which is known and followed by all staff. This requirement has been met therefore children's welfare is enhanced.

At the last nursery education inspection the setting was given two recommendations. It was asked to increase opportunities to maximise children's personal independence in the area of pouring drinks and increase opportunities for children to use numbers in everyday activities. These requirements have been met therefore children's learning is enhanced.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made by Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure steps to prevent the spread of infection are consistently applied with regard to hand washing
- improve staff knowledge of what to do in the event of an allegation being made against a member of staff or volunteer.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure whole group sessions include a variety of teaching methods and are organised to meet the needs of all children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk