

Bush Babies Limited

Inspection report for early years provision

Unique reference number EY277496
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Inspector Valerie Thomas

Setting address 83 Meaford Drive, Stoke-on-Trent, Staffordshire, ST3 2BB

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Bush Babies Neighbourhood Nursery opened in 2004 and operates from a converted premises in Blurton, Stoke-on-Trent and Bush Buddies, an out of school provision, operates in the adjacent Hollybush centre. Access to the nursery and out of school club is via a ramp and there is a lift to enable access to all floors.

The setting is registered to care for 66 children from birth to under eight years. There are currently 75 children on roll, 57 of whom are within the Early Years Foundation Stage (EYFS). The setting receives funding for nursery education. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday, all year round from 07.30 to 18.00 and Bush Buddies operates before and after school and in school holidays. The provision has arrangements with local schools that children in the EYFS attend. There are 10 staff who work with the children. Of these, all hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Children are happy and enjoy the wide range of activities available which supports their learning and development well. A strong emphasis is placed on meeting the individual needs of all children with positive partnerships with parents and others promoted. Generally, the process for evaluating and monitoring what the setting provides is successful and there are clear action plans and targets for future improvements in place. Staff work hard to promote the Every Child Matters outcomes and on the whole, children's welfare is promoted effectively.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further staff understanding of safeguarding children issues so that they have an up-to date knowledge of the Local Safeguarding Children Board (LSCB) guidance and procedures
- ensure the risk assessment covers anything that a child may come into contact with and that fire doors are easily opened from the inside
- encourage further a culture of reflective practice, for example through use of staff appraisals and the Ofsted self-evaluation form.

The leadership and management of the early years provision

Partnerships with parents and others are a key strength of the setting. Detailed information is gathered on each child's individual routine and staff implement this into the nursery day to help with the transition from home to nursery care. For younger children and those parents that request it, a daily diary is used and for others a record is made of how each child's needs are met on a daily basis. Staff

work effectively with other settings that children in the EYFS attend. They complete transitional booklets to pass on all information for each child who is going to start school and staff go with the children to the school for visits. For children with learning difficulties and disabilities staff liaise closely with other agencies and implement any advice given to help children make progress in their learning and development.

Parents are also involved in evaluating what the setting offers as regular questionnaires are sent home. These show that they are happy with the care and if any issues are raised then prompt action is taken. The process for self-evaluation also involves liaison and close working with staff from the local Early Years Department and together clear targets are set. This ensures that the majority of recommendations made at the last inspection are fully met. However, appraisals for staff to make sure they are fully supported and to encourage them to reflect on their own practices are not implemented and the Ofsted self-evaluation form is in the very early stages of being completed.

Policies and procedures are mostly effective to ensure children's welfare is promoted. Documentation is well-organised and a full range of policies are available for parents to view in the main entrance. Risk assessments are regularly completed with monthly checks undertaken by the designated health and safety officer. The majority of areas are safe for children to use and all indoor and outdoor areas are secure with electronic devices needed to get into each room. However, in the outdoor area for Bush Buddies some of the equipment has collected water and the fire door is not easily opened which potentially poses a hazard to children. Staff knowledge of safeguarding procedures is generally appropriate as they recognise potential signs of abuse and know how to report concerns appropriately. Nevertheless, there is a lack of understanding of the Local Safeguarding Children Board (LSCB) procedures and in particular staff are not fully clear on the appropriate action to take in the event of an allegation against staff. There is a high level of qualified staff with a good number of staff who hold an appropriate first aid qualification. Training is encouraged and many additional training courses are attended which motivates staff to promote positive outcomes for all children.

The quality and standards of the early years provision

All children benefit immensely from the committed approach by staff to promote children's good health and well-being. Healthy and nutritional meals are provided and children have good access to water. Individual dietary needs are met well. For instance, some children have soya products and alternative meats are provided so that cultural needs are met. There are clear hygiene routines implemented and good explanation is given by staff to children about why they need to wash their hands before they eat their lunch. In addition, there is an effective policy for the exclusion of children who have an infectious illness. This clearly helps to limit the spread of infection. Staff are very proactive at ensuring children learn how to keep themselves safe. When walking to and from school all children wear high visibility jackets and there are clear meeting places and collection procedures from the school. In the nursery staff continually remind children of actions they need to

take. Consequently, children know that they need to blow their dinner when it is hot and sit down when they are cutting with the scissors.

Behaviour is managed very well within the setting and children are very much encouraged to respect each other's feelings. When children are trying to roll over on the mat, their friends are reminded not to push them because they want to do it by themselves. There are pictures of the rules displayed, such as being kind to each other and older children in Bush Buddies have devised their own. There is a good range of resources and activities to promote children's awareness of diversity and understanding of others, with posters including different languages displayed in the main entrance. Children play well and develop good relationships with each other and staff. They are confident and enjoy staff enthusiasm as they take part in activities. Young babies sit well for their circle time, happily greeting each other as they join in with the songs and wave their hands in the air. They thoroughly enjoy the painting session, making marks on the paper with the brushes and then experimenting as they paint their hands and the table and chairs. Older children concentrate very well when they use the mirror to paint a picture of themselves. Staff are considerate to the individual needs of all children. They ensure children are given time to climb the stairs at their own pace and allow children to choose what they want to do rather than making them join in at group time.

The rooms are stimulating and brightly decorated with many of the children's free paintings displayed on the walls. This and the consistent use of praise by staff for children's efforts promote their self-esteem well. There is a good range of toys and equipment and planning shows that there is a wide range of experiences for children to enjoy. Staff make regular observations and these are assessed in relation to the EYFS with the next steps highlighted for each child. These are then used to inform the next week's planning to ensure that activities meet children's individual needs. Staff promote children's learning well through encouraging conversation and engaging in their play. They sit and sing nursery rhymes together and as a result, children are confident to sing their song to the group. Children use the computer with good skill and confidently use the mouse to complete the picture. Their knowledge and understanding of the world is promoted further as they use the magnifying glasses to look at the snails in the container and plant bulbs to see how they grow. A number of outings are undertaken such as going to the post box to post the letters and visiting Ammerton Farm.

Children have lots of fun and develop their physical skills when they play on the terrace and in the outside areas. The terrace enables children to play outside even when it is wet but still enables them to have fresh air and the six areas of learning are provided for in this area. They balance skilfully on scooters and sit on toys to propel themselves along. When it is time for children to go back into the room they are encouraged to count how many children there are and other activities such as matching jigsaws to the pegs develop their problem solving skills effectively.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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 to Ofsted.