

# Bush Babies Private Day Nursery

Inspection report for early years provision

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**Unique reference number** 311502  
**Inspection date** 05/12/2011  
**Inspector** Cathryn Parry

**Setting address** 5 Cross Church Street, Cleckheaton, West Yorkshire, BD19  
3RP

**Telephone number** 01274 862812

**Email**

**Type of setting** Childcare - Non-Domestic

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## 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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Bush Babies Private Day Nursery is privately owned and managed. It was registered in 1999 and operates from a single-storey prefabricated building. The setting is situated in the residential area of Cleckheaton in West Yorkshire. Children access a secure enclosed outdoor play area. The setting is open Monday to Friday from 7.45am to 6pm for 51 weeks of the year.

The setting is registered to care for a maximum of 24 children aged under eight years at any one time. There are currently 34 children on roll, all of whom are in the early years age group, of whom nine receive funding for the provision of free early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

There are eight members of staff, including the manager, who work directly with the children. Of these, six hold a qualification at level 3 in early years and one holds a certificate in crche work. The manager holds a qualification at level 5 in early years. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel secure as the staff provide a welcoming and inclusive environment. The suitable range of activities provided gives all children the opportunity to make progress in their learning and development. Most areas of learning are suitably resourced. Systems for observing and assessing children's achievements are generally implemented appropriately. The manager liases with an early years professional from the local authority as part of the process to ensure continuous improvement is satisfactorily maintained.

## What steps need to be taken to improve provision further?

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

- develop further systems for consistently making systematic observations and assessments of each child's achievements, interests and learning styles
- develop further resources and activities to nurture children's understanding of peoples different needs
- develop further children's familiarity with hygienic practices.

## **The effectiveness of leadership and management of the early years provision**

The premises are secure with suitable procedures being in place for the collection of children, ensuring they are appropriately protected. Children are satisfactorily safeguarded, as staff understand their responsibilities in the event of a concern or allegation. An appropriate recruitment and vetting procedure is in place. This ensures any new staff who are employed are checked with regard to their experience, qualifications and suitability to care for children. Appropriate risk assessments are carried out to reduce potential hazards, providing a safe environment for both staff and children. The staff attend a selection of training, which improves outcomes for children. Resources are stored at the children's height to satisfactorily encourage free choice and independence.

Equality and diversity is suitably promoted throughout the setting. Effective communication systems ensure parents and carers are fully informed of the activities their children have enjoyed. The staff have a secure understanding of the advantages of liaising with other professionals to meet children's individual needs. The good relationships they have built are particularly beneficial to children with special educational needs and/or disabilities. Good systems are in place to ensure effective communication takes place between the staff and other practitioners. This clearly nurtures continuity and cohesion where children receive care and education in more than one setting.

The manager is motivated to seek further improvement. She reflects on her practice and has completed a self-evaluation form, including gaining input from the staff. This helps them to review the learning and development opportunities they provide. They also welcome feedback from parents and carers to give them a broader view of the service they offer, in order to meet children's individual needs. The recommendations raised at the previous inspection have started to be addressed. This has a favourable impact on improving outcomes for children.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy, confident and generally involved and interested in their play. They are appropriately supported in their learning through the staff's sound knowledge and understanding of the Early Years Foundation Stage. Children's learning and development are suitably promoted through satisfactory systems for planning activities. All children have individual files, which include observations and photographs linked to the areas of learning. However, systems for making systematic observations and assessments of each child's achievements, interests and learning styles are not consistently implemented throughout the nursery. This impacts on all staff being able to effectively track children's progress towards each of the early learning goals.

A good balance of adult-led and child-initiated learning and development

opportunities are provided. Babies' interest is encouraged through a selection of manmade and natural resources. Positive role modelling by the staff and appropriate experiences encourage children's growing knowledge of different cultures and traditions. However, there are fewer resources and activities to nurture children's understanding of people's different needs. Children are learning right from wrong and are starting to take responsibility for their own actions. Their emotional well-being is supported and they demonstrate a sense of belonging. They have a close, warm relationship with the staff who encourage them to talk about their feelings, families and friendships. Staff engage children in conversations to promote their communication skills. Problem solving, reasoning and numeracy skills are nurtured through the provision of number puzzles, capacity containers, and sorting activities. Their creativity is nurtured as they enjoy music and movement activities, painting, cooking and role play. Children's knowledge of the living world is good. This is further promoted with visits to The Rural and Therapeutic Centre where they can stroke the animals.

Children are beginning to show an understanding of healthy life styles. However, their familiarity with hygienic practices is not consistently promoted in order to further enhance their awareness. They take part in food related activities, such as growing strawberries and making pumpkin soup. This encourages healthy eating. Children enjoy physical play and have a variety of resources to use in the outdoor area. They demonstrate a satisfactory understanding of how to keep themselves safe. This is encouraged by staff gently reminding them not to climb on the table and regular fire drills. They have adequate opportunities to use information and communication technology to develop their skills for the future. An example of this is where they use the digital cameras.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **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