

Blackberry House Day Nursery

12 The Causeway, March, Cambridgeshire, PE15 9NT

Inspection date	13/12/2012
Previous inspection date	18/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The manager effectively oversees the curriculum to ensure that children are offered a wide range of activities which enable them to make good progress in their learning and development.
- Children receive sensitive and timely support from practitioners who know them well and encourage them to be independent, curious learners.
- Transitions are handled sensitively and effectively, enabling children to make successful moves both within the nursery and when they move onto other early years settings or school.
- Children receive nurturing care and gentle encouragement as they explore their environment and begin to develop independence. They enjoy varied and stimulating learning opportunities which are based on their key interests.

It is not yet outstanding because

- Children who speak an additional language do not always see their home language positively represented within the nursery to help them feel welcome.
- Practitioners in the pre-school room sometimes overlook opportunities to extend children's understanding and vocabulary.
- Practice across the nursery is not always robustly managed to ensure that it is always consistent, particularly in relation to the pre-school room.

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Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the baby, toddler and pre-school rooms and the outdoor area, which included a joint observation with the manager of a water play activity in the toddler room.
- The inspector held a meeting with the owner/manager of the provision and spoke to children's key persons as appropriate during observations.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of two parents spoken to on the day as well as information included in the setting's own parent survey.

Inspector

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Deborah Hunt

Full Report

Information about the setting

Blackberry House Day Nursery was registered in 2006 on the Early Years Register and is one of three settings owned by Blackberries Childcare Limited. It is situated in a large converted house in the town of March, Cambridgeshire. The nursery serves the local and surrounding areas and is accessible to all children. There is a fully enclosed rear garden available for outdoor play.

The nursery employs five members of staff, of whom all hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday for 51 weeks of the year, except for public holidays. Sessions are from 7.30am until 7pm. Children attend for a variety of sessions. There are currently 31 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- reflect on and extend monitoring of staff across the nursery to ensure that practice is consistent throughout, particularly in relation to the pre-school room
- shape teaching and learning experiences by increasing the emphasis of adult interaction given to support children's developing language and understanding during their spontaneous play and chosen activities throughout the day
- enhance the arrangements for helping children who speak English as an additional language to feel welcome when they first begin attending the setting.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners demonstrate a clear understanding of the Early Years Foundation Stage and therefore children are offered effective support and teaching. This enables them to make

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good progress in their learning and development. The nursery team are all suitably qualified and regular; in-house training supports them to further develop their knowledge and understanding of how to deliver the educational programmes. Practitioners have high expectations of children, based on information gathered from parents and their own baseline assessments which are completed within a month of a child starting at the nursery. This enables the nursery to effectively plan children's next steps in their learning and provides children with a positive start to their early education. Practitioners carry out careful observations of children and these inform planning for the following week. Planning is flexible to enable practitioners to respond to spontaneous or unexpected events. Children's progress is monitored to ensure there are no gaps in their learning. At the end of each school term, children's development is summarised. The manager of the nursery oversees this process to ensure that high quality delivery of the educational programmes is maintained. Parents remain involved in their child's learning and development through initiatives, such as bi-annual parent evenings, the 'Blackberry learning tree', and regular feedback provided by their child's key person.

Practitioners provide interesting and challenging activities for children. For example, children enjoy seeking out frost-laden branches in the garden, closely examining the complex patterns formed and taking pictures with the camera. With practitioners they discuss the shapes that have formed and how white the garden looks because 'Jack Frost' has been. Children enjoy being out in the cold, fresh air, exploring the familiar environment and its new, magical appearance. Practitioners support children to develop associated language as they offer them new vocabulary, such as 'sparkle' and 'glitter'. Children enjoy singing favourite nursery rhymes which captivate their interest, as they enthusiastically join in with practitioners, who lead the activity well. The skilled practitioner incorporates physical play into the rhymes. They listen to familiar Christmas tunes that play softly in the background during their activities. They spontaneously sing 'Jingle Bells' and the 'Blackberry Medley' they sang to parents the previous week in their Christmas Jingle concert. Children who wanted to, dressed as donkeys and angels, and almost all parents attended with siblings. Children discuss their part in the concert with pride, recalling how much they enjoyed themselves. Such activities promote their developing self-esteem and promote a sense of belonging.

The balance between adult-led and child-initiated play is well judged. Focused activities concentrate on children's key interests and are used to develop their understanding in the areas of learning. A baby, playing alongside an older child, explores sensory blocks and a xylophone. Both are sensitively supported by a practitioner, who is mindful of the baby's care and the needs of the older child. This ensures both are engaged and happy in their play. Toddlers show delight as they explore the feel of the shaving foam and reach their hands up to show their fingers and arms covered in the white foam. The practitioner enables them to explore, encouraging a child who is more reluctant to become involved. She provides children with language to support their developing understanding, such as 'sticky' and 'swirly'. Older children sit quietly, concentrating as they independently complete jigsaw puzzles. A practitioner offers timely input when they begin to squabble over who should have which puzzle, encouraging them to access the cupboard and find new puzzles to do. Children discuss the vehicles, fruit and characters shown and later practise counting with the practitioner; they become familiar with the letters of the alphabet as they join together to complete a floor puzzle. These activities are well

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delivered, encompassing all areas of learning, and demonstrate that planning offers flexibility to ensure that individual children's needs are met. As a result, children are curious, motivated learners who receive good quality support and interaction from practitioners. However, some practitioners in the pre-school room sometimes overlook opportunities to fully develop children's understanding and vocabulary. This hampers the otherwise good progress most children make.

Throughout the nursery, children benefit from free-flow play and stimulating and enjoyable indoor and outdoor learning environments. The nursery is keen to capitalise on children's interest in outdoor play and have recently developed a sensory garden and construction area. These areas are well used by children and the construction area particularly appeals to active boys who enjoy taking their learning outside. Children are able to take advantage of unexpected events and learn about the forces of nature as they watch a fallen tree being removed from the garden. They are involved in developments within the nursery, which promotes independent thought and creativity, and will help re-design this area. Practitioners understand how to support children's outdoor play, allowing them the freedom to explore and take risks, and offering support when needed. Children with special educational needs and/or disabilities are supported effectively, enabling them to make good progress during their time at the nursery. Practitioners liaise closely with parents and other professionals involved in children's care to ensure that children receive the correct levels of intervention and encouragement. Children's communication and language skills develop well because staff interact with them frequently and offer them new language and explanations to support their understanding. Pre-school children choose favourite books to read and develop activities around a recent story about a snow bear. They create an igloo in the room, which is decorated and has a cosy interior, and children greatly enjoy using this space in their play. Conversation flows easily between the children, their friends and practitioners and good use is made of informal opportunities to explore language throughout the day. Children who speak English as an additional language are provided with effective support and encouragement, although, they do not always see their home language represented within the setting when they first start attending, and there is more to do here to ensure that these children settle quickly and are made to feel welcome.

Practitioners clearly understand the need to embed children's understanding in the prime areas of learning and concentrate very much on this with very young children. As they grow older, the specific areas of learning are woven through, ensuring that when they leave to begin their formal schooling they are well prepared for the next stage in their learning.

The contribution of the early years provision to the well-being of children

The key person system at the nursery is effective and parents spoken to know who this is for their individual child. Children demonstrate close attachments to their key person and the nursery support children when they move from one room to the next within the nursery through 'move up' days. These enable the outgoing key person to liaise with the

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new key person and for parents and children to meet the new carer as well. In this way, important information is exchanged and children make easier moves as a result. Practitioners know their key children well and confidently speak about children's development and next steps. They share this information with parents to ensure there is consistency between the setting and home. Practitioners are generally good role models and behaviour expected of children is modelled by them. Frequent verbal praise also promotes children's self-esteem and confidence.

Throughout the nursery, relationships between both adults and children are good. This promotes a relaxed and happy environment which enables children to feel cherished and secure. They show respect for one another, observe space boundaries and begin to understand risk through the various activities and routines on offer throughout the day. For example, children learn that they need to take care as the ground is slippery because of the frost. Children are offered healthy meals and snacks which are freshly prepared on site each day by the nursery manager. Drinking water is freely available to them and children are offered alternatives if they do not like, or cannot eat, the food offered. Practitioners eat with children and good manners are encouraged. The importance of an active lifestyle plays in being healthy is promoted effectively. Children begin to develop self-help routines from a very young age and practitioners offer them support to help develop their independence. Children demonstrate competence in managing their own personal care routines relative to their ages. Younger children's individual routines are followed and they are offered nurturing, sensitive care. For example, a baby is cuddled by her key person as she drinks her bottle and falls asleep in her arms. Children at this nursery benefit from the stimulating, well-resourced and welcoming environment and care they receive. They are well prepared for the next stages in their learning because transitional arrangements support moves within the setting and then on to other settings and school.

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

Since the last inspection, a great deal of work has been made to improving the provision for children's learning and development. There is now a good overview of the curriculum through regular review and monitoring of the educational programmes. The staff team have all received training from the local authority on the revised arrangements and have a secure understanding of how children learn. This ensures that children are offered a broad range of challenging and interesting activities that help them make good progress towards the early learning goals. Planning and assessment is regularly monitored to ensure there is a consistent, high quality, approach. Records provide an accurate picture of progress children have made against their starting points; showing their skills, abilities and any areas for development. Where children need additional support or input, individualised plans are formed to ensure that appropriate support is arranged. Safeguarding is considered important within the organisation and nursery. Practitioners are clear about the procedures they need to follow should they have any concerns about a child in their care. Rigorous recruitment procedures ensure that staff working with children are suitable to do so. A thorough system of risk assessment provides children and staff with a safe and secure environment within which to work and play.

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The nursery staff quality assures their practice through the use of internal paperwork. There is a clear vision for the future and improvements have been made since the last inspection. The nursery management are clear about what needs to happen next and plans demonstrate a commitment to further enhancements which will benefit children. There is a clear system of accountability and performance management, although, there is still more to do to ensure that monitoring is effective in maintaining and enhancing quality practice across the whole of the setting, particularly to the pre-school room. Practitioners are provided with good quality support and professional development opportunities. They comment positively on the ability of the manager, and the caring attitude of the nursery owner, who inspire them to work as a cohesive and effective team. Partnerships with parents is good and those spoken to speak highly of the support and experience they and their children receive. Effective relationships exist with other professionals involved in children's care and children flourish under these arrangements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement

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is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY363776
Local authority	Cambridgeshire
Inspection number	821081
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	0
Number of children on roll	31
Name of provider	Blackberries Childcare Limited
Date of previous inspection	18/06/2009
Telephone number	01354 660309

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Type of provision

For the purposes of this inspection the following definitions apply:

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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