



Brookhill House Day Nursery

Inspection report for early years provision

Unique Reference Number	253146
Inspection date	08 September 2006
Inspector	Georgina Walker
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Registered person	Cared 4 Limited
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?

Brookhill House Day Nursery opened in 1989 and was purchased by new owners in 2004. It operates from converted domestic premises and a purpose built baby unit, in the town of Stapleford, Nottinghamshire. There is a secure enclosed outdoor play area.

The day nursery serves the local and surrounding area.

The setting opens five days a week all year, except Bank Holidays and the week between Christmas and New Year. Sessions are from 07.30 until 18.00.

There are currently 82 children from six months to four years nine months on roll. This includes 24 children who receive funding for nursery education. The setting currently supports children with disabilities and those who speak English as an additional language.

The nursery employs 21 full-time and two part-time staff who work with the children. The majority of the staff hold appropriate early years qualifications.

The setting receives support from Nottinghamshire local authority and are members of the Pre-school Learning Alliance. The day nursery is owned by a partnership who delegate day to day responsibility to the staff. The company also own Cared 4 Out of School Club, which older children attend as part of the continuity of care provided by the setting, as it is situated at the local school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's needs are met effectively if they have an accident as the majority of staff hold appropriate first aid certificates and maintain first aid boxes which are readily accessible. Accident records are generally maintained and shared with parents. However, the detail in recording the size and location of the injury is insufficient leading to a child's needs not being met if a further accident occurs. The prevention of accidents is reduced as staff are vigilant and aware of stages of children's development. Significant injuries received prior to arrival at the setting are recorded confidentially. Children's good health is generally promoted through them learning the importance of personal hygiene. The children follow appropriate daily routines, such as washing their hands before snacks and after toileting or messy play, such as sand play. They become increasingly independent in their personal care and have consistent access to tissues in the playrooms. However, the storage of linen used at sleep times is not always consistent with the comprehensive written policy the setting has produced. The risk of cross infection from used linen is not always prevented. The seeking of permission for administering medication is sought for all children. Any specific periods of requiring medication are recorded to ensure children's requirements are met. In the event of children becoming ill staff instigate the very well documented procedures and parents are contacted with the utmost priority to ensure any distress is limited.

Children benefit from the healthy and nutritious menu provided. Snack time is enjoyed when milk or water, and a range of fruit or raisins, breadsticks or savoury bites is provided. Older children serve themselves competently when pouring drinks at snack and meal time. Children are starting to understand why certain foods are good for them through discussion and programmed activities. Individual dietary requirements are shared by parents with the staff to ensure children remain healthy and needs are met. The menu, displayed for parents, ensures an extensive variety is

provided. Staff ensure snacks and meals are social times and provide encouragement to eat healthily and have related discussions.

Children are supported effectively to develop their physical skills throughout the nursery. They move with confidence and have an awareness of personal safety throughout the premises. Separate areas are provided for children under eighteen months for their safety. The pre-school children are aware of the rules of safety on the stairs and confidently negotiate the stairs on the way to and from outdoor play. Daily opportunities to play outdoors are programmed with purposeful activities to ensure children have plenty of fresh air and effective development of all-round skills. Older children are able to negotiate around each other or resources as they move around the playrooms or run freely in the playground. They peddle wheeled toys with competence and stop carefully. The use of gazebos outdoors, provides opportunities to have sports day and shade when necessary. Indoor activities such as chalking and sand or water play are also provided outdoors with high levels of challenge to develop an extensive variety of skills. Ball skills are practised both outdoors and indoors on wet days, when dance or ring games are also included to ensure physical activity is constantly provided. Regular use of small tools such as pencils, scissors and paint brushes, and a wide variety of construction toys, help children develop their fine manipulative skills competently.

Children under three benefit from the good knowledge and understanding staff have of the 'Birth to three matters' framework. They have attended briefings and specific training and cascade information at team meetings to all relevant members of staff. They have a good awareness of how to integrate components into the planning and meet individual children's development needs. Plans are displayed for parents to view and discuss the daily activities and how their child is progressing. Staff have developed ways to record children's development but do not include progress if attained in another room. This therefore, does not provide a full picture of the child's development. The records are available to read at any time and during an annual parents evening, which often results in parents not formally discussing progress with each staff group. An excellent range of resources for babies and toddlers ensures they have opportunities to develop at their own pace with the support of the staff extending experiences. Babies enjoy music, calming sounds for snack time with 'The Thimbles' a lively favourite for movement development. Babies use the activity centres with increasing dexterity and laugh as toys pop up or drop into the holes. Toddlers become purposefully occupied in themes and topics, currently a 'growing' theme, as in the rest of the setting. They learn to share resources with other children, staff and visitors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for by staff who have a sound knowledge of signs and symptoms of abuse and demonstrate an understanding of how to give utmost priority to children's welfare. An ongoing programme ensuring all staff attend training, which includes advanced training sessions, and significantly enhances staff's knowledge. The policies do not reflect the changes to local authority procedures from April 2006

with regard to 'Safeguarding Children Board' procedures. However, children's welfare is fully supported by the staff, who are to obtain copies of the procedures when produced by the local authority. The parents are informed of the nursery's responsibility to protect children.

Children are cared for in a welcoming environment where the playrooms are decorated with their own craft work and photographs of them happily at play engaged in an extensive variety of activities. Photographs of the babies creating a large butterfly with brushes and paint, is followed through to the finished display. The children have access to an extensive range of resources which are changed to promote age-appropriate levels of challenge. These are safe and presented at suitable levels to encourage independence and development and ensure children are fully supported to develop safely in appropriate surroundings. A separate baby unit contributes to the safety and security of the younger and less mobile children. With a new pre-school unit created in 2005 the age groups of children have been split further and this has created more space and places for under three's. The pre-school unit is now accommodated on the first floor. The children benefit from free access to both the red and blue rooms in the pre-school and an extensive range of activities, resources and both a home corner and separate role play area to extend their imaginary play.

Comprehensive policies, procedures and risk assessment documents exist and the staff ensure children's safety throughout the premises. Children are secure in the environment. Very good security and collection procedures are maintained, with staff and visitors signing themselves in and out. Staff mark and check registers. Emergency procedure evacuations and subsequent evaluations are undertaken regularly and ensure children develop an understanding of the need for fire safety. The pre-school children are eager to inform visitors of how they use the 'outside stairs'. Their awareness is further developed as they have visits from fire officers, who also bring posters for the role play area. Children are safe on walks to or from the local nursery school or on outings in the company mini-bus, such as to 'Wonderland', as the setting has comprehensive procedures which are implemented effectively. The nursery effectively maintains documents and the company mini-bus, which is generally used by children who attend the out of school club.

Helping children achieve well and enjoy what they do

The provision is good.

The children are confident and keen to access the extensive range of play activities. Children integrate quickly due to the expertise of the staff and are encouraged to separate from their parents by accessing well presented activities. Children settle quickly in the nursery and have a friendly relationship with the staff. Great concentration is shown and an eagerness to spend extended periods in something which stimulates and interests the child. Children's developmental progress is promoted under the 'Birth to three matters' framework, due to staff's knowledge of the framework, consistent staff interaction and the monitoring of the children's use of activities as they learn through play. However, there are some gaps in the record keeping. The children develop appropriate socialisation skills as they join in group

activities and move between the resources. This ensures the children are purposefully occupied and are supported to develop their potential. Children's physical development is promoted effectively both indoors and outdoors during the day. They also have regular opportunities to manipulate malleable materials including sand and water, often in trays on the floor for babies, as if at the beach. They learn new words as staff consistently talk to the babies and younger children, who respond with age appropriate smiles or babbling and eventually words.

The access to an extensive range of messy play activities linked to themes ensures children's development is supported across many areas of learning. Children's access to resources which they can independently be creative with is extensive. Photographs of children at play are displayed to show how they are enjoying themselves, with paint, shaving foam, sand and water, plus the wide range of educational activities they engage in. The children throughout the nursery learn to mark make and a range of their crafts are displayed or sent home with parents. However, the accepted format of writing names with a capital first letter and subsequent lower case letters from the left of a page or picture is not always followed. This, with the use of an initial for surnames in some cases, give children mixed messages regarding how to write their name and promote a positive identity of themselves. Children's daily activities and developmental progress is documented and the staff share written information with parents regarding their child. The starting point for new children assists staff in promoting individual future need.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals as the comprehensive planning demonstrates an increasing understanding by staff of how to present an extensive range of activities and extend children's learning. Planning is given the utmost priority and the aspects linked to the stepping stones are used effectively to identify the curriculum is covered. Staff observe the children and are beginning to evaluate how they have completed an activity and are starting to use this information to progress an individual. However, evaluation inconsistently contains purposeful information about what the child learnt from the activity or was just engaged in it. Children's progress is shared daily with parents. Written reports are shared formally at an annual open evening, as well as the on-going opportunities to discuss progress, contributes to an overall picture of the child's progress being obtained. Ongoing training and support from the local authority is provided and staff respond effectively to ensure the children benefit from their commitment to development.

Themes, such as 'the senses' and 'growing' are enthusiastically enjoyed by the children. The staff present the daily activities and children are eager to share information about their experiences, such as in the role-play area, currently where the children dress up as emergency service personnel. Activities are developed over a period of time, for example the life cycle of a butterfly and the children create a display and write the labelling. Children are challenged to think by staff who use open ended questions to stimulate children's recall, such as in relation to a story or activities out of the nursery.

Children are well behaved and eager to try new experiences. They ask questions

about how things work and listen to the responses from staff. They are animated when suggesting their own ideas such as requesting the tool bag to take outdoors so they "can mend the bikes". Obvious friendship groups organise each other to play together in the role play area or with the puppet show, demonstrating good negotiating skills. After messy play activities they go off independently to wash. They share information about their life outside of the nursery and have confident personalities which is confirmed as they include visitors in their play. They have an awareness of personal safety as they wait to go downstairs.

Children are developing good recall as they listen attentively to instructions and respond eagerly to staff as they discuss mark making. Many children can write their own names confidently with recognisable letters and more able children are eager to write labelling for displays, such as the sounds the musical instruments make. Children have access to an extensive range of books and spontaneously use them from the book shelf. At group story time children sit and listen and respond appropriately to questions asked by staff. Children have a developing understanding of maths and spontaneously use their knowledge effectively during play. They compare shapes and calculate how many children can sit at the table for snack. Children are developing awareness of the needs of others and creatures of the natural world as they enjoy the varied topics presented by staff. Topics which introduce them to the diversities in society are included with daily access to resources which promote positive images.

Children's physical development is promoted effectively through the use of an extensive range of small resources and a well balanced programme of activities for outdoor play. They enjoy the opportunity to go outside and eagerly join in the games, often instigated by themselves. Their peddling, scooting and mobility skills are developing well. How their body changes during exercise is included in topics and referred to by staff on an ongoing basis and children ask for windows to be closed if they are cold. They enjoy crawling through the range of tunnels and 'hidey' holes presented outdoors.

Children enthusiastically develop their creative experiences as they have access to an extensive range of craft, role play and musical activities. They eagerly join in and demonstrate a good imagination in the role play areas. They produce free choice crafts or occasionally use templates for displays in the setting with a degree of age-appropriate expertise and co-operation working with other children. Children make reference to the wall displays and proudly point out their work and photographs, demonstrating good recall of previous activities.

Helping children make a positive contribution

The provision is good.

Children are developing an understanding of how everyone positively contributes in society. Resources which promote positive images are consistently available. Children's knowledge and experiences are extended as craft activities linked to culture and festivals are included and may be a focus of themed activities, rather than integrated each year. Equality of opportunity is promoted as activities are

adapted to ensure children's developmental needs are met. Children's understanding of the needs of others are promoted successfully through discussion and inclusion in the nursery. Children develop a strong sense of independence and self-worth as they are encouraged to share, take turns, follow rules and listen to others. Any minor incidents regarding sharing are calmly dealt with by the staff to ensure the children are fully supported.

Children's spiritual, moral, social and cultural development is fostered. They are well behaved as they learn to accept the rules and respond to the firm and consistent expectations of the staff. They remind each other no pushing when waiting to go downstairs. Children are very confident in the setting and show a sense of belonging to a wider group. Staff use their expertise, have ongoing discussions and use information sheets completed by parents to ensure children's individual needs are met. Information is shared daily and parents particularly like the key-worker system so they know who is specifically caring for and educating their child. Written diary sheets give purposeful information to parents of under three year olds regarding their child's day. Co-operation between parents, staff and outside agencies ensures children's specific needs are met.

Parents are provided with a range of policies and procedures which are required for the efficient and safe management of the provision. These assist in promoting the welfare care and learning of the children. Notice boards and newsletters keep them fully informed of the current theme, daily activities, the menu. There is currently no poster to inform them of how to contact the regulator and the complaints policy has not previously been drawn to their attention. Parents give very positive comments when asked about how their child is cared for in the different areas within the setting.

The partnership with parents and carers of funded children is good. Information about the curriculum and nursery grant funding is comprehensive and children's development records are available at any time for parents to read. Progress reports are produced, however the formal sharing of documents is limited to once a year. A folder of the child's time in the nursery is presented as the child leaves for school. The sharing of information, including regarding what children can do at home, demonstrates the commitment of the fully supportive staff. This contributes to working with parents to give an overall picture of each individual child's progress and further demonstrates the open relationship they have with the staff.

Organisation

The organisation is good.

The welfare, care and learning of the children is generally promoted through the maintenance of records, policies and procedures which are required for the efficient and safe management of the provision. The owners leave the day to day running of the nursery to the staff group. Some changes to regulations have not been included in the documents or the operational plan. A number of documents require minor amendment, such as the detail in recording accidents and incidents to ensure children's health and safety and their progress records to provide an overall record and meet their individual needs. Child protection policies and procedures are to

include the 'Local Safeguarding Children Board' information, when it is available. Overall the range of children's needs are met.

Children are in the care of qualified, or experienced, staff who are fully supportive to ensure they are happy and settled in the nursery. The ratios are maintained to a high level, ensuring the children's learning opportunities are significantly enhanced. Good organisation of effectively planned, developmentally appropriate activities, ensures children's time in the nursery is worthwhile and provides good levels of challenge to all children. Older children engage in a wide variety of activities and their learning is continually being extended. The children are eager to engage in the range of activities presented. The leadership and management of the pre-school in relation to the education is good. The service manager encourages staff to seek qualifications and ongoing training. The commitment by the new staff team in the pre-school to develop knowledge contributes to the commendable progress made in the education element of the inspection and by children in all areas of learning. There is regular support for the staff team from the local authority, who also provide training. Resources are constantly being updated to ensure the facilities are welcoming and stimulating for the children.

Improvements since the last inspection

At the previous care inspection the setting agreed to review the accident record to ensure staff always record all relevant details. More space has been provided in the record books, with headings for details. For incidents an individual sheet for each child, stored in their own folder for confidentiality, has been devised. However, some members of staff do not consistently record the size and location of injuries to meet children's needs should a further accident occur.

At the previous education inspection the setting was set an action to develop staff's knowledge and understanding of providing sufficient challenge for the more able children. A comprehensive action plan was produced, which included the employment of an experienced pre-school co-ordinator and further training for the pre-school staff group. This has been successfully implemented as the pre-school staff group has completely changed since the previous inspection. Three members of staff work daily with the children and their planning is overseen by the manager of the setting, who is very experienced in the presentation of funded nursery education. The staff continue to attend on going training. They have developed planning which includes spaces for learning intentions across the stepping stones for each activity and differentiation for more able children. Children's individual learning is therefore, promoted effectively and is then recorded by their key-worker in the child's development records.

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 to 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 consistency with regard to the storage and laundry practices for linen used by the children, to prevent the risk of cross infection. Ensure all members of staff consistently record full details in the accident/ incident records to meet children's medical needs, should a further injury occur
- continue to develop the recording of children's progress under the 'Birth to three matters' framework and share all children's progress with parents on a regular basis. Ensure children throughout the nursery are encouraged to learn and write their name in the accepted format
- ensure parents are consistently provided with detail of where to contact the regulator
- obtain copies of the Local Safeguarding Children Board procedures as soon as they are available.

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):

- continue to develop the method of evaluation of activities and recording of children's progress to include purposeful information which assists in the planning for children's individual future needs.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk