

Brambley Cottage Day Nursery

Inspection report for early years provision

Unique Reference Number	314584
Inspection date	09 January 2008
Inspector	Josephine Ann Northend
Setting Address	157 Beverley Road, Hessle, East Riding of Yorkshire, HU13 9AS
Telephone number	01482 640790
E-mail	brambleycottage@aol.com
Registered person	Andrew Nicolas Jarratt
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?

Brambley Cottage Nursery has been running since November 1998 and is privately owned. It operates from three single storey brick buildings. The nursery is in Hessle and serves the surrounding East Riding area. There is an outside area which is used for outdoor play.

The nursery currently has 132 children on roll, attending for a variety of sessions. There are 47 children who are in receipt of nursery education funding. The setting offers support for children with physical disabilities and learning difficulties.

The nursery opens from Monday to Friday between 07:30 and 18:00 all year round, apart from Bank Holidays. The nursery has eighteen full-time and part-time members of staff. Separate ancillary staff are also employed. All but one member of staff hold a relevant childcare qualification.

The nursery is a member of the Pre-School Learning Alliance and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Good standards of cleanliness are maintained to ensure children are cared for in a warm, clean environment and the effective use of a sick children's policy prevents the risk of spreading infection. Clear procedures are in place for the recording of accidents and medication. First aid requirements are met well, as all members of staff hold a relevant first aid qualification and there are clear procedures in place regarding the use of medication that requires technical or medical knowledge.

Children's physical development is supported as children play outside twice a day. Children enjoy the outdoors and use a range of appropriate resources including balancing beams, wheeled toys, balls, tyres and other large equipment including a play caravan and cabin. The indoor environment is also extended to the outdoor play area weather permitting. Children can rest or be active according to their individual needs.

Children are beginning to learn the importance of good hygiene through daily routines. They wash their hands before meals and snacks and after using the toilet and they know why they need to do so. This means good hygiene practices are promoted well.

Children begin to understand the benefits of a healthy diet through the promotion of healthy meals and snacks. A cook is in place with an appropriate food hygiene certificate. Healthy and nutritious meals are provided and children's individual dietary needs are catered for to ensure they remain healthy. Drinks are available throughout the day and older children can access them by themselves, this means children's independence is promoted.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, warm and welcoming environment where space is used well and children's artwork is displayed. Staff ratios are met well and risk assessment is undertaken. Most risks are identified and minimised, however, accessible electric sockets are not always protected. There is an identified member of staff responsible for health and safety and a health and safety policy that is shared with staff. There are clear fire evacuation procedures, a fire drill is practised regularly with the children and fire exits are unobstructed. This means children are safe in the event of an emergency.

Children can independently access a good range of developmentally appropriate resources, which are well-organised in child-height furniture. A selection is set out for their arrival. There is a clear lost and uncollected child policy in place and the security of the premises is good. Visitors to the centre are monitored and a visitors book is maintained. This means children's safety is promoted.

The welfare of children is protected. Staff have a sound understanding of their role and responsibilities under child protection and most have completed child protection training. There are child protection policies and procedures in place which are shared with parents and staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery, they arrive happy and settle quickly to activities. They are making good progress. Close and caring relationships with staff increase the children's sense of trust. Children are beginning to develop positive relationships with each other. Communication skills with children are well supported through good adult-to-child interactions. Staff encourage children to talk about what they are doing and sensitively support their language development.

Staff have good understanding of the 'Birth to three matters' framework and use it well for the planning of activities and assessment of children's progress. Activities are varied and interesting and there is a good balance between child-initiated and adult-led activities. This means children's personal, social and intellectual development is well fostered and supported. Children's self-esteem is developing as a result of the staff encouraging and praising them and valuing what they have to offer.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. They enjoy their time at nursery and achieve well because staff use their good understanding of the early years curriculum to provide a varied programme of activities and appropriate challenge for all children. Staff have received relevant training and are confident in the delivery of the curriculum. A broad and balanced range of activities are planned across all six areas of learning in order to meet children's individual learning needs. Assessment records which link children's progress to the stepping stones are in place, they are dated to show children's progress and used to plan for children's individual learning needs. Staff use good questioning skills to challenge children and further extend their thoughts and ideas. They involve themselves appropriately in children's activities and offer good support and praise to them.

Children are confident in their play and learning and settle quickly to activities. They are well behaved, share and take turns. Children have good relationships with staff and are developing their relationships with each other. They make connections between nursery and home life and are developing a good understanding of other cultures and beliefs. They learn about the local community through the use of interesting resources and planned activities.

Children are developing their communication skills; speak confidently and clearly, ask simple questions and initiate conversations. They are encouraged to talk about what they are doing and will confidently speak out within the group. Children link sounds to letters and can recognise the letter that links to the sound. Children can recognise their own name. They are developing good writing skills as they hold pencils correctly and form recognisable marks and letters. However, mark making opportunities are not always available and they are not always extended into other activity areas, for example, children are not always encouraged to attempt writing their name on artwork. Children handle books appropriately, they enjoy and participate well at story time, predicting what will happen next. They have favourite stories that they know well. However, the book area is not very inviting and there are only a limited selection of books for children to self-select.

Children show curiosity and persist for extended periods of time at activities. They show good interest in their environment and living things, for example, as they care for plants. They use

their senses to explore a variety of materials, for example, as they use magnifying glasses to explore natural materials. Children are developing some good self-care skills. For example, they learn to wash their own hands, put on their own aprons and pour their own drinks with support. Their knowledge of health and bodily awareness is developing, for example, they know exercise makes them feel hot and they wash their hands to remove germs.

Children move around safely and confidently, they use tricycles well, balance on a beam, jump and land on two feet. They are developing good levels of hand and eye coordination as they handle small tools and equipment, such as cutting with scissors and completing jigsaws. They are developing a good sense of space as they sit together on the mat at circle and story time and negotiate wheeled toys in the outdoor area. Children have access to a computer and other programmable toys. They are beginning to use the mouse skilfully and can complete a simple programme. Children are developing good understanding of number and count reliably up to 10 and beyond by rote. They recognise some numerals and use simple problem solving in number songs. They can recognise and name many shapes, for example, they know their cups are circular. Children are using size and positional language appropriately.

Children use their imagination very well in their play. They sing and dance to music and join in their favourite songs and often sing spontaneously. They have regular access to musical instruments and use them rhythmically. Children recognise and name many colours and they have good access to a range of creative resources.

Helping children make a positive contribution

The provision is good.

Children are happy and settled. Staff know the children well and meet their individual needs. Children are welcomed by staff and the playrooms are set up well for their arrival. Planned activities are undertaken and good resources are available, reflecting other cultures and races. These help increase children's awareness of diversity and develop a positive attitude to others. There is a clear equal opportunities policy in place. The nursery has a clear special needs statement and the named coordinator has completed relevant training. The setting has systems in place to support children with physical disabilities and learning difficulties and children are integrated into the group well.

There is a clear behaviour management policy in place. Children are well behaved and they learn to share and take turns. They receive good praise for positive behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. Children benefit from the excellent two way sharing of information about their needs and daily routines. Comprehensive information for parents is displayed on noticeboards; policy files are made available to them; regular newsletters keep them updated and they receive written information about the setting and the curriculum. Parents know about the current topic; the next topic planned and they are encouraged to continue their child's learning at home, for example, as children take 'Bear' home in turn and write about his adventures in his diary. Parents are informed exceptionally well about their child's progress through daily diaries, discussion, regular formal reports and open evenings. They are included in the initial assessment of their child and their comments are included within progress reports. They are exceptionally happy with the nursery and the service provided.

Organisation

The organisation is good.

Children feel at home and at ease within the childcare environment. This means they are confident to initiate their own play and learning. Indoor and outdoor space is organised appropriately to support play opportunities for children. Clear staff recruitment procedures are in place and all staff currently employed at the setting have been vetted. Adult-to-child ratios are maintained and staff work well together as a team. Most staff have early years qualifications.

Required documents are available and are stored confidentially, however, medication records do not fully support confidentiality. A good range of policies and procedures are in place and are shared with staff and parents and the certificate of registration is displayed for parents' attention. There are good systems in place for the sharing of information with parents about the service and their child's activities.

Leadership and management of the nursery education is good. The manager is keen to develop the provision and she encourages and supports staff development. The staff team have good access to training and the knowledge gained by staff is used to further support children's care and welfare. The manager has clear expectations of staff and offers a good role model to them. Staff have good experience and knowledge of the Foundation Stage and teaching effectively supports children's learning. Staff meetings are held regularly and there are systems in place to monitor staff practice and evaluate the quality of the provision, for example, the recommendations from the last inspection have been effectively addressed.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to practise the emergency evacuation routine on a more regular basis, develop opportunities to allow for child-initiated creative play and develop a system which encourages parents to contribute to children's developmental records. Emergency evacuation procedures are now practised regularly, this means children and staff have knowledge and practical experience of the procedures. Opportunities for child-initiated creative activities are now appropriately available. Children's developmental records have been developed to include a section for parents comments. This encourages their contribution.

At the last nursery education inspection the provider agreed to ensure that children's individual creativity is encouraged by planning and offering fun, child-led activities which enable them to develop their own ideas and imagination, particularly in art, design and role play. Children's individual creativity is now supported appropriately as children now have opportunities to choose activities, however, some activity areas are not always inviting and children do not always choose to use them. Opportunities for children to use and develop balancing skills have been developed well as they use a balancing beam each day in the outside play area and planned activities are also undertaken.

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.

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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):

- make sure medication records fully support confidentiality
- make sure low level electric sockets are protected.

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):

- further develop opportunities for mark making in other activity areas
- improve the range of books that children can freely access and make the book corner more inviting.

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