

# Brooksward Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY359706
<b>Inspection date</b>	23 June 2008
<b>Inspector</b>	Dorcas Forgan
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<b>Registered person</b>	Kids Play Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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 outstanding.

### WHAT SORT OF SETTING IS IT?

Brooksward Day Nursery registered in 2007 and was previously known as The Railway Nursery. It is one of the Kids Play Ltd day care chain. It operates from three rooms within the main school building set within the grounds of Brooksward School. A maximum of 48 children may attend the setting at any one time. It is open every weekday from 07.30 to 18.00, 50 weeks of the year. All children share a secure enclosed outdoor play area. There are currently 54 children on roll who attend for various days and sessions, 27 of which are funded. The nursery provides care for school children before and after school. Children attend from the local community and surrounding areas. The group currently supports children who speak English as an additional language, learning difficulties and disabilities. There are eight staff that work with the children, all of whom hold early years qualifications. Of these, one staff member is a qualified teacher.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children thrive because the staff follow effective procedures to ensure that that good standards of hygiene are maintained throughout the nursery. Staff are kept up to date with new guidance and attend training. They practise effective procedures when giving medication ensuring they record all methodically so that children only receive medicines stipulated by the parents. The risks of infections between children are minimised through the good hygiene practices that staff follow when changing nappies and serving food. Not all contracts have been updated to show clearly that parents are agreeing to their child receiving medical treatment or advice in the case of an emergency. Children are learning the importance of personal hygiene. The older children take themselves to the toilet; staff remind them to wash their hands. They eagerly wash their hands before meals and snack time and when preparing to ice cakes. They are also eager to clean their teeth.

Children benefit from a healthy well balanced diet. Main meals are prepared on another site and delivered to the nursery. Menus are on display for the parents to see. Parents supply information about their child's dietary requirements which the staff follow. Parents supply the babies' bottles which are named and stored appropriately, staff adhere to the parents' wishes of when the baby should be feed and how they would like this done, such as, cuddling the baby or laying them on a cushion to feed themselves independently. Staff always ensure the babies' safety by sitting close to them and observing them. Children enjoy mealtimes as a social occasion when they can sit with their friends and talk about what they are eating; they encourage each other. Children increase their understanding of keeping healthy by responding to their bodies' needs and having drinks as they need them. When children are tired or need to rest they sleep in cots or on mattresses.

All the children have very frequent access to the outside area where they play in the fresh air. Staff provide many of the older children's activities in the play ground so that children can be outside for a large part of the day. When the weather is wet they wear their Wellington boots and use umbrellas. They all enjoy physical activities and have opportunities to practise skills such as climbing, sliding and crawling through tunnels. They also take part in PE sessions, and music and movement. Children benefit from walks in the local area and around the school grounds where they can observe nature and learn about the world around them. Children are gaining good physical skills and becoming healthy through daily opportunities to be in the fresh air.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming, secure and safe environment. Staff minimise the areas of risk by carrying out regular risk assessments and checking all areas daily to ensure safety items are in place. Security is a high priority with key pads on the entrance gate; all visitors complete the visitors' book. Some areas of the nursery are still undergoing modernisation specifically the bathroom. All other areas are light, bright and inviting. There are many displays some of which are information and others are examples of children's work.

The baby room is very well organised with most of the furniture and equipment being very low and easily accessible for the babies; there is a great deal of space for them to move around

freely either crawling or walking. The cots are close by and easily monitored. The Newts room is in the centre of the building; staff use the furniture and storage units to make smaller spaces so that the children feel safe and secure, like the sensory area and the well resourced home corner. They are bright and cheerful. The play items are within easy reach so that children can make choices about what they want to play with. The Frogs room is a very busy stimulating environment with several different designated areas, such as, for mark making, role play and group activities. It is a comfortable room where children feel able to use resources as they wish; they have easy access to the garden area.

Children learn to keep themselves safe and avoid accidental injury. They are all familiar with the emergency evacuation and know not to run in the building. Staff supervise the children well and remind them to sit on chairs properly so that they do not come to harm. They help the children to use equipment safely, such as the scissors and knives and forks. On specific days children bring their bikes into the nursery from home, they learn how to ride them safely and talk about wearing helmets and using the correct paths. Staff follow safe procedures when they take children out for walks. Children are well protected because staff understand their responsibility to safeguard children from harm, they are all familiar with the policy and would pass concern on to the manager who is the designated person.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Individual children's needs are met extremely well throughout the nursery. The key workers know their children very well and provide care and stimulation so that the children flourish. The children are lively, busy and inquisitive. They have made loving relationships with the staff who are responsible for them in their room. All of the staff have a clear knowledge of Birth to three matters. They use it confidently to assess each child and plan activities so that all children receive a wide range of experiences that they will be interested in, will help their development and that they will enjoy. Staff understand that babies enjoy playing in front of mirrors and learning through their senses feeling different materials and media. They talk and sing with them. They are sensitive to children's emotions knowing the different stages that babies go through, such as becoming very clingy when there are strangers around. They help and support them. Babies receive lots of cuddles and individual attention. Staff support the older group of children in their growing independence. Children begin to experiment with more tools and textures, such as cutting the cooked red spaghetti with the scissors. They have a very wide variety of messy activities to explore. Staff encourage the children to play together and to start to take turns and share. The children enjoy dressing up with hats and jewellery and role play being mum. Children are gaining self esteem and confidence. The small group of children in the after school club receive individual attention. They help to plan their own activities which they are interested in, help them to relax and have fun.

### **Nursery Education.**

The quality of teaching is outstanding. The staff are extremely energetic and enthusiastic. All activities are presented so that children have fun; they are eager to join in, and remain engrossed and interested. There is a great deal of singing and discussion. The staff have an exceptionally good and thorough understanding of the Foundation Stage. The planning is extensive and very comprehensive; it shows how each child is incorporated and activities are adapted to suit their specific needs. Plans start with the child's next steps for learning and include the children's various interests. The plans remain flexible so that if the children become interested in something such as finding a beetle; this can be pursued, keeping the children's learning lively and dynamic.

The children are well challenged and motivated. There is a clear daily routine that the children know very well, but when all are engrossed timings become less important. There are excellent resources that staff use very effectively, to support children's learning.

Children are gaining confidence and self esteem. In group situations the majority of children talk animatedly telling their news; they gain self-assurance as they hold Dora the doll. Other children listen attentively. They answer their names, many of them using Spanish to greet the teacher. Children are making friends and seek others out to carry out activities. Children use their initiative to choose activities and develop how they wish to use them, like experimenting with paint and water. Children have many opportunities to recognise their own names which are written in many different styles. The more able recognise their own names with few problems and are able to write them competently, some recognise other people's names. Staff introduce games where children find letters and name items that begin with the same letter. They are gaining a very good knowledge of phonics. They enjoy listening games when they have to follow a sound whilst blindfolded, most are very keen to have a turn, others watch with great interest. They all enjoy mark making and are gaining very good fine motor skills as they use small tools and resources.

Children count confidently and the more able recognise numerals, some are able to put numbers together such as one and two represent 12. Many are able to understand simple subtraction. They are beginning to write numerals. Children use mathematics in their play to measure and complete puzzles. The staff introduce simple calculation and comparing numbers. Staff create exciting opportunities for children to experiment; they marvel at the bright colours that come from tissue paper when it is wet. Staff use opportunities that arise unexpectedly to let the children investigate and learn from the results. They are becoming familiar with information communication technology. When parents take part in the nursery activities it adds a new dimension to the children's day. Children enjoy singing including songs from France and Spain. They take part in music sessions and express themselves creatively through art and role play.

### **Helping children make a positive contribution**

The provision is outstanding.

Children make extremely good relationships with staff and other children. They gain pride and self esteem as they take part in group activities and celebrate each others' successes. Children gain a very strong sense of belonging because staff treat them with respect and know their individual needs. Children are learning about the local area and the environment through walks and visits to other establishments. They are beginning to learn about the importance of re-cycling. Staff introduce children to the wider world in many different ways. They talk about the wide variety of cultures and customs they are learning that there are many different languages. One of the activities that they like to take part in is to fill in the map of the world with items, such as postcards from their holidays, photos and information about traditional costumes. Children are discovering that people have different needs to their own; they are polite and caring. Staff in the nursery have an excellent understanding of how to care for children with learning difficulties and disabilities. Spiritual, moral, social and cultural development is fostered.

Children throughout the nursery are very well behaved. Staff are good role models, they are vigilant and provide support and guidance to the children, they help children to share toys and equipment and to learn good manners. Children are beginning to understand responsible behaviour and they work harmoniously together. They make various decisions during their days and learn to take turns and negotiate.

Partnership with parents in the general nursery is good. Staff complete daily diaries for the babies, information sheets for the slightly older children and fortnightly reports for the older children.

Partnership with parents in relation to the Foundation stage is outstanding. Children flourish because the staff work dynamically with the parents to involve them in the care offered to the children. Parents' opinions are sought and respected. They are invited enthusiastically to take part in the nursery, whether they offer their skills, help with an activity, tell the children about their work or read stories to the children in another language; they are all made very welcome. This welcome extends to all the family especially grandparents. They receive a great deal of information about their own child and how they are making progress. The older children also helped to produce a magazine for their parents telling them about some of their recent themes and activities. Parent's feedback received in written form and verbally is very positive.

### **Organisation**

The organisation is good.

Children's health, safety, enjoyment and ability to take an active part in the nursery are enhanced by the sizes of the groups and the staff deployment. The staff have formed an effective dedicated team who work very well together. They understand their roles and responsibilities. The regular team meetings and team building days enhance this. The company has rigorous employment procedures and induction programmes. They provide opportunities for staff to enhance their knowledge. The rooms are organised very well and the daily routine is effective.

Leadership and management of the nursery education is outstanding. The manager has many years of experience; she leads by example and enables the staff to use their initiative. The head of early years is a very strong lively, enthusiastic teacher who makes learning a great deal of fun. The manager involves all of the staff in self assessment. She observes the group to monitor their progress as does the representative from the company. The staff regularly evaluate their activities and the progress the children are making. All staff are committed to improvement and are willing to ask advice of other bodies. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

Since registration 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

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The quality and standards of the nursery education are outstanding.

### 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 that all parents complete consent forms so that they agree to medical advice or treatment being sought in the case of an emergency

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)