

# Brindley House Childcare Centre

Inspection report for early years provision

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**Unique reference number** EY366378  
**Inspection date** 03/12/2008  
**Inspector** Sonjia Nicholson

**Setting address** 4 Burkes Road, Beaconsfield, Buckinghamshire, HP9 1PB

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**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the setting**

Brindley House Childcare Centre and Out of School Club are run by Brindley House Properties Ltd. The provision was registered in 2007. Both operate from rooms in a large, purposely adapted two storey building in the town centre of Beaconsfield in Buckinghamshire. A maximum of 64 children within the early years age range may attend, but only 33 may be under two years at any one time.

The nursery is open each weekday from 07.30 to 18.30 all year round. The out of school club is open each weekday from 07.30 to 08.50 and 15.00 to 18.30 during term time only. There are currently 80 children on roll, 68 of whom are in the early years age range. The company employs 26 members of staff who work directly with the children along with a cook and kitchen assistant. Of these, 19 hold appropriate early years qualification and two are working towards relevant childcare qualifications. Children who attend the out of school club are taken to and collected from two nearby schools on foot.

## **Overall effectiveness of the early years provision**

The Childcare Centre provides a very welcoming and inclusive service to children, parents and other users. Children make good progress in their learning and enjoy their time in the setting as staff plan effectively for their individual needs. Equally they ensure children's welfare and safety are considered at all times. The Centre shows tremendous capacity for continuous improvement through rigorous on-going self-evaluation and a strong commitment to staff training and deployment.

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

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

- ensure staff gain children's attention within large group situations and continue to develop children's listening skills so they know what is expected of them
- ensure the good hygiene practices in place are fully implemented by everyone, including visitors, to prevent the spread of infection
- ensure nappy changes and potty training take place in a private, hygienic area so that children's dignity is maintained and germs are not spread.

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

The owner/manager consistently works with her whole team to accurately identify strengths and areas for development in this extremely well-organised setting. This is done through a robust evaluation process which includes monthly reviews of each room's practice, actively involving all staff, regular parents' questionnaires and detailed action plans. As a result, children and parents benefit from the continual improvements, for example, the introduction of French lessons and parent consultation evenings and the addition of further toys and resources,

including those reflecting diversity. The owner gives great attention to detail and takes prompt action to maintain high standards, for example, she routinely checks regulatory records, oversees the planning and organises meetings for room leaders and senior staff to discuss pertinent issues. There are comprehensive procedures in place to recruit suitably qualified and experienced staff, all of whom are required to complete safeguarding courses so they understand their role in the protection of children. The majority of staff have attended training and consequently they are aware of the signs of possible abuse and know who to inform.

Children play in a safe environment both inside and outside as risk assessments are completed each day, for example, a member of staff checks the garden and rates potential hazards on a scale of 1 to 5 on an icy morning. However, some corridors appear cluttered, which poses a tripping hazard, and many windowsills contain unnecessary items. Security is tight. Access into the centre is via a coded intercom system and entry into the childcare areas on both levels is strictly monitored by vigilant staff and another coded intercom system. Excellent links have been developed with parents and other providers. The centre operates a child-friendly café which provides a valuable service not only for parents using the centre but for members of the public as well as local baby and toddler groups and a weekly art group for young children. The out of school club is a positive addition and staff have developed good channels of communication with the local schools involved; well-thought out procedures in place ensure children remain safe as they walk to and from school. Staff encourage parents and carers to become involved in the life of the centre, for example, a parent visits to help children learn about the Hindu festival of Rakhi and a Grandparents Day is held so they can visit and share a day with the children. In most rooms there is a family board where photographs from home are on display; this helps create a sense of belonging for children and provides a good link between the centre and home.

## **The quality and standards of the early years provision**

Children learn about the wider world through many excellent planned activities linked to world and religious celebrations. They have access to a broad range of high quality resources that help them learn about diversity, including a selection of posters, maps, a globe, dolls and a range of play figures depicting disability, race and age. Staff use an information folder devised by the owner/manager as a valuable resource to enhance their understanding. Children are beginning to learn about their place within the world as they celebrate World Earth Day, recycle rubbish and raise funds for charity. The setting has a Special Needs Co-ordinator who works with staff, parents and Early Years to help children with learning difficulties/disabilities. The setting has experience of caring for children who speak English as an additional language and uses several strategies to support them, including labels and posters on display in their home language. Children make very good progress and show positive attitudes to learning. Staff have embraced Early Years Foundation Stage training and are now implementing it with confidence. Children have a wide range of experiences both inside and outside and high quality planning and organisation ensures every child is suitably challenged. Staff are deployed well and work cohesively to meet children's needs. Even the youngest children within the centre enjoy looking at books in the book corner on their own;

they show great interest in the pictures and read the story out loud to themselves as they turn the pages. Others enjoy sitting with an adult and having a story read to them. Children's language development is promoted at every stage through the enthusiastic involvement of the staff who chat freely to children and ask relevant questions to help them think. For example, a member of staff asks a child 'Where does a hat go; is it on your shoulders?' The child replies 'No, on your head'. They continue to have a conversation about body parts which helps the child make connections. Children have ample opportunities to make marks as pens, crayons and pencils are readily available; outside they use chalk and whiteboards to further express themselves. Children in the Rocket Space room are lively and very interested in what is going on; they eagerly take part in activities but some have difficulty listening attentively to adult instructions, which means they are not always aware of what is expected of them.

The learning environment is bright and attractive with lots of high quality displays of children's artwork. Some children are able to have free-flow play but due to the location of some rooms this is not possible for all; however, they all have daily opportunities for outdoor play. The outdoor area is interesting, with lots of equipment available to develop physical skills, such as a slide, climbing frame and ride-on toys. Children have great fun smashing and digging the ice with plastic spades under the watchful eye of staff. Staff ensure babies gain fresh air as they take them for walks to the duck pond and railway station. Children appear very happy and settled and parents are also very happy with the service provided. They particularly like the stimulating range of activities, friendly staff, flexibility to accommodate changes to work patterns and family situations, clean and bright environment and the way information is shared. Children can access a drink of water at anytime in their room and younger children are provided with water or bottles of milk as required. The centre is registered as a food business with South Bucks District Council and follow their guidance about food handling and storage to prevent cross-contamination. A nutritious range of meals are prepared on-site by an experienced cook and her assistant who successfully rise to the challenge of meeting children's individual dietary needs, by preparing different versions of the same dish. For example, they use gluten-free pasta and make several sauces for a vegetable pasta bake. Children enjoy substantial snacks to nourish them, for example, they tuck into fruit and toasted muffins mid-morning. They are beginning to understand the benefits of healthy eating and know that fruit 'makes you big and strong'. Children are developing their independence as they attempt to put on their own coat and shoes; they make choices about what they want to do as they select from the from the superb range of toys stored in each room at their level.

Children display appropriate behaviour for their age and stage of development. Staff manage incidents appropriately as they effectively implement the setting's policy, for example, in Jungle Safari room a child is removed from the book corner for a short time after pushing another child; staff encourage him to apologise and offer cuddles which he does in his own time. Staff give high priority to maintaining children's good health and have some highly effective practices in place, for example, hand sanitizers are located throughout the building and staff and children wear indoor shoes or slippers. However these measures are not consistently implemented by everyone entering the rooms where children are cared for, which means germs spread. Children are learning good hygiene practices as they wash

their hands before lunch; staff ensure each child uses a separate flannel to wipe their hands and faces after meals and snacks and provide individual bedding for children who sleep. Staff follow good nappy changing routines and sensitively support children when potty training in the bathroom. However, on occasion children have their nappy changed and use the potty in the playroom, which creates a hygiene issue and means they have no privacy or dignity. Staff make very good daily observations of what children can do and use this information to inform their planning, for example, a baby enjoys exploring the treasure basket of mixed materials, so staff plan to provide different things next time and note his reaction. They provide feedback to parents both verbally and in the form of a daily diary. Parents attend consultation evenings where they can see their child's records and share information about what they can do at home with staff. Children are excited about the planned Christmas celebrations and use lots of glitter, shiny paper and glue to make decorations; artwork on display shows they use a variety of techniques to create pictures, paintings and models. Children develop their ability to solve problems and reason as they play a game of 'hopscotch'; they recognise numerals and count accurately to 10 as they take turns. Children are learning skills for the future as they use the laptop computer with appropriate programs; they manipulate the mouse and move it around the screen, developing their hand-eye co-ordination as they do so. Staff have a good understanding of the needs of children cared for before and after school and create a relaxed environment where they can rest and make their own choices about what they want to do.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since registration there have been no complaints received by Ofsted that required the provider or Ofsted to take any action.

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.