

Brooklands Childcare

Inspection report for early years provision

Unique reference number EY295898
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Inspector Angela Rowley

Setting address Rose Hill, Wigan Road, Ashton-in-Makerfield, Wigan,
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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 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

Brooklands Childcare is one of four nurseries run by Brooklands Childcare Limited. It originally opened in 1999, although re-registered to the current organisation in 2004. It operates from two floors in fully refurbished premises that was once a school. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area in Bryn, Ashton-in Makerfield. It is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

The nursery is registered on both the Early Years Register and the Childcare Register. A maximum of 102 children may attend the nursery at any one time, all of whom may be in the Early Years age range. There are currently 160 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a small number of children with learning difficulties and/or disabilities and provides funded early education for three and four-year-olds.

There are 32 members of staff, the majority of whom hold appropriate early years qualifications to at least NVQ level 2. The nursery manager has achieved Early Years Professional Status.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. An extensive range of well informed, comprehensive procedures are very effectively used to promote children's welfare in most areas. A clear focus that every child matters results in an inclusive, welcoming setting where all children are happy and feel secure. A vibrant and exciting learning environment means that children make good, and some outstanding developmental progress. This is supported by good partnership working with effective transitions between home, nursery and school. The nursery has a good capacity to improve, facilitated by very well informed and highly motivated lead practitioners and is clearly evident in the significant improvements made since the last inspection.

What steps need to be taken to improve provision further?

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

- further develop staff's understanding and working knowledge of safeguarding systems and procedures
- continue to develop staff's skills in using systems to plan for each child's continual progress, particularly focussing on identifying each child's next steps and sharing this information with parents.

The leadership and management of the early years provision

The settings documentation is subject to external quality assurance processes. This ensures the management of the facility is effectively organised and safeguards children's welfare. The setting is also in the process of completing the Wigan Quality Standard and has used elements of other quality management criteria to guide effective practice. The nursery's evaluation of itself is secure and has led to an accurate analysis of its own performance across most areas. The nursery's manager and leadership team have had a considerable impact on driving the nursery forward. Some dynamic and inspirational ideas have been used effectively to improve the learning environment and thus children's progress across most areas of learning. For example, the outside play area is now a hive of activity due to highly effective planning and provision of new equipment which progressively challenges children's physical skills and provides some interesting areas for investigation. Opportunities for exploration have become outstanding through improvements to planning and re-sourcing. A whole room has been transformed to become a 'beach' where children freely explore sand in a variety of ways. The manager is continuing to develop staff's understanding of the Early Years Foundation Stage (EYFS) to ensure best practice is promoted in all areas of the provision.

Comprehensive risk assessments supported by daily hazard checking systems mean that children are safe both on the premises and on outings. Maintenance is good which ensures that the premises and equipment are safe. Some improvements have been made to this area since the last inspection including risk assessing an alternative access route to the outside area for preschool children. Further improvements to the security of the grounds is also being considered. Safeguarding is well managed. Staff are clearly aware of the nursery's procedures for the protection of children, though they are not as secure in their understanding of the wider processes and procedures to follow in the event of an allegation against other practitioners. The nursery does have all relevant and local guidance documents to refer to in the event of any concerns, which would ensure children's safety.

Partnership working is good and continually improving. Right at the start effective measures are in place, using home visits, to provide staff with a clear picture of each child's background so they can plan for their needs and ensure continuity of care. Parents are provided with a wealth of information about the setting and contribute to its management by the completion of monthly service reports, which the setting considers carefully to plan further improvements wherever possible. Parents are encouraged to be involved in children's learning, for example, staff lend out 'firm foundations' and 'play sacks'. Occasional progress summaries are sent home to keep parents informed of children's achievements and 'activities at home' sheets are used to varying effect in informing parents of children's next steps, though these are not routinely unique to each individual.

The quality and standards of the early years provision

Staff's understanding of the EYFS is variable. Key staff have an excellent understanding of how children learn and use this to provide learning opportunities in everyday situations. Other practitioners are developing their understanding of how to implement the comprehensive systems available to observe, assess and plan for children's progress. All staff spontaneously observe and as a result they know their key children well. They plan to meet the needs of their key group across all areas of learning and are beginning to plan in response to individual needs and interests, though this is not securely embedded in their practice to optimise each child's learning potential.

Children's learning is good overall, and in some areas it is outstanding. This is largely due to the vibrant and stimulating learning environment which has been extremely well planned and resourced to provide some fantastic experiences and opportunities to investigate and make connections. Children's natural curiosity is excellent. This along with some outstanding progress in communication, language and literacy forms firm foundations for their future as they become independent thinkers and learners from an early stage. Some fantastic opportunities for heuristic play and the implementation of 'Island time' enables babies to become curious and confident explorers. The introduction of 'baby sign' facilitates early communication and by the time they move onto school children are confident speakers and listeners who have developed a wonderful interest in books and story. They 'read' books with interest to one another using the pictures to guide them, understanding the elements of stories as they begin with 'once upon a time' and finish with 'the end'. Their interest in story has been fantastically stimulated by a visit from an animator who spent time with them developing ideas for a story theme, a beginning a middle and an end. They made their own illustrations which were used to create their own story DVD.

Children confidently use the new outdoor equipment and challenge themselves. Under close supervision they ascend the climbing wall and descend using the fireman's pole. Capitalising on the use of the summerhouse for activities, staff provide babies with access to fresh air and sunlight daily, which is vital for their physical well-being. Regular visitors to the nursery are used very effectively to enhance children's experiences and their welfare. A nurse allows children to explore medical equipment, such as a stethoscope, discussing being healthy, and police officer and fire team explore issues of staying safe. Children's understanding of staying safe is further developed when they make a 'safety tree', each leaf representing what keeps them safe. Children's knowledge of the wider world is broadened by trips into the local community, visits from a Spanish language teacher, and visits from a local children's farm with animals children can experience at first hand.

Children's independence is fostered in many ways. In most areas of the nursery children freely explore, make independent choices and direct their own learning from a wide range of experiences. All children access drinks whenever they are thirsty and more able children pour their own from accessible jugs of fresh water. Children with a physical disability are positively enabled to operate independently

within the nursery as adaptations are made in response to specific and very individual needs. Rightly, the manager is already exploring additional methods of supporting communication for children with English as an additional language to ensure inclusion is as well managed for every child in the setting.

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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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