

# Brimpton House Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY310474
<b>Inspection date</b>	18/02/2009
<b>Inspector</b>	Justine Leong
<b>Setting address</b>	Brimpton House, 59 High Street, Kelvedon, Colchester, Essex, CO5 9AE
<b>Telephone number</b>	01376 571361
<b>Email</b>	
<b>Type of setting</b>	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**

Brimpton House Nursery is privately owned and managed. It opened under the current management in 2005 and operates from a listed building in the centre of Kelvedon, Essex. Level access to the entrance means that the ground floor of the premises is easily accessible. An enclosed outdoor area is used for outdoor play activities. A maximum of 58 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 08:00 to 18:00 during term time.

There are currently 88 children attending who are within the Early Years Foundation Stage (EYFS). The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 22 members of staff. The manager holds Early Years Professional Status and 14 members of staff hold other appropriate early years qualifications.

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

Overall, the quality of the provision is good. The manager and staff work very well together to create a warm and nurturing environment, in which children thrive. Staff are fully committed to inclusion and have developed excellent relationships with external agencies in order to meet individual needs. Parents and carers have valuable opportunities to become involved in their children's learning. Self-evaluation is used very effectively and the manager has a clear vision for development, ensuring children continue to receive very high quality care and education.

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

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

- ensure the medication record is consistently signed by parents
- ensure the risk assessment covers anything with which a child may come into contact (this relates to the kitchen and garden)
- develop challenge throughout the setting to ensure all children make excellent progress towards the early learning goals.

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

Exceptionally comprehensive policies have been devised, effectively underpinning and supporting the strong practice at the setting. Robust recruitment and induction procedures are in place, helping to ensure children are very well cared for by suitable adults with a thorough knowledge of procedures. Written parental

permissions are in place to ensure children are consistently cared for in line with their parents' wishes and required records are generally maintained. Systems are in place to include parents in their children's learning and parents praise the care and education their children receive very highly. Staff consistently implement the equal opportunities policy, ensuring all children achieve as well as they can, regardless of background.

All staff demonstrate a very good understanding of their role in protecting and promoting children's welfare. A clear safeguarding policy is in place detailing correct procedures to follow if staff have concerns about a child in their care, and this is effectively shared with parents. Regular risk assessments are carried out to ensure the environment remains safe for children, although these are not comprehensive.

Children clearly benefit as the manager and staff consistently strive for an outstanding practice and frequently monitor the provision to identify areas for improvement. Effective links have been formed with other settings, helping to promote continuity of care. Yearly staff appraisals provide opportunities for staff to identify training needs, and ongoing training is positively encouraged. All staff are highly motivated and fully committed to their own personal development, further improving outcomes for children.

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

Children are very well cared for and clearly enjoy their time at the setting. Staff spend valuable time getting to know children and their families well in order to provide an individual approach and ensure all children's needs are met. Children are developing a secure understanding of the benefits of a healthy diet as they sit together to share nutritious meals, freshly prepared each day by the experienced cook. All children are encouraged to feed themselves and older children have the opportunity to serve their own meals, helping to develop confidence and independence. Fresh drinking water is available throughout the day to ensure children do not become dehydrated. Children's good health is further promoted as they access the spacious garden on a daily basis, playing with a broad range of toys such as bicycles, hoops, bats and balls, under constant supervision. They thoroughly enjoy participating in structured games and planned activities such as painting, feeding the birds or exploring cardboard boxes outside.

Children have ample space to move around and play and are provided with exciting and stimulating learning opportunities. Many activities are based on children's interests, helping to motivate and engage them. For example, staff plan a bubble painting activity following a show and tell session, during which children excitedly played with bubbles brought in by one child. Staff demonstrate an excellent understanding of how children learn and develop, and work together to plan activities covering all areas of learning equally. For instance, staff sit with some children playing with dough and encourage children to consider how it feels, whilst other children use maths skills to play games on the computer, play imaginatively with 'Small World' toys or share books in the comfortable book corner. Exploratory play is actively encouraged and children investigate a wide

range of materials including pasta, water, sand, shaving foam and jelly. They have valuable opportunities to be creative as they access the broad range of craft resources such as glue, shiny paper, glitter and paint and relish the opportunity to play with musical instruments during singing sessions.

Children are sensitively supported and challenged during activities to ensure they can participate and make generally excellent progress in their learning. Staff are developing the use of effective questioning to extend children's thinking, for example, when learning the days of the week during circle time. Staff complete frequent and detailed assessment of children's progress to identify next steps in learning and inform future planning. Parents receive regular updates on their children's progress and have valuable opportunities to contribute to developmental records, helping to ensure they are included in their children's learning.

Children have excellent opportunities to learn about the wider world as they access a wide range of resources that are representative of diversity including puppets, 'Small World' toys, books and puzzles. They enjoy celebrating festivals such as Chinese New Year, Passover, Christmas and Diwali, creating colourful crafts and learning about different cultures and beliefs. Staff clearly value children's home experiences and actively request information from parents to enable them to communicate with children who speak English as an additional language and ensure inclusive practice. Children are learning basic sign language and posters of simple signs are clearly displayed around the setting, further enhancing children's development of language and communication. Staff are consistently polite, attentive and respectful, acting as superb role models for behaviour. Children understand what is expected of them and their behaviour is excellent.

## 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?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	2
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>	1
<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?	1
How well are children helped to make a positive contribution?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 the last inspection Ofsted has received one complaint that required the provider to take action. This related to informing Ofsted of significant changes and induction procedures for new staff. A visit was carried out and an action set for the provider to ensure that systems are in place to inform Ofsted of any significant changes at the setting. A second action was set to ensure staff receive sufficient induction training and are familiar with policies. The provider remained suitable for registration at the time the investigations were closed.

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.