

# Brambly Hedge Private Day Nursery

Inspection report for early years provision

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**Unique reference number** 322070  
**Inspection date** 08/12/2008  
**Inspector** Paula Fretwell

**Setting address** Three Lane Ends Business Centre, Methley Road,  
Castleford, WF10 1PN

**Telephone number** 01977 604603

**Email**

**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).

## Description of the setting

Brambly Hedge Private Day Nursery opened in 1995. It operates from five rooms in a single storey building, situated on the outskirts of Castleford. All children have access to secure outdoor play areas. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 106 children may attend the nursery at any one time and there are currently 166 children aged from birth to under 5 years on roll. The nursery is registered with the local authority to provide funded nursery education for those children of eligible age. The setting welcomes children with learning difficulties and disabilities and those for who English is an additional language.

The nursery employs 35 members of staff, 29 of which, including the manager, hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Children's learning and development is successfully promoted within a welcoming, inclusive environment. Children are mostly well supported in a variety of play-based experiences, resulting in good progress in the Early Years Foundation Stage. However, procedures that promote the good health and well-being of children are not consistently in place throughout the setting. The management team understand many of the strengths of the setting and some of the areas to improve, working hard to evaluate the quality of the provision and address the recommendation from the last inspection.

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

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

- ensure the key person system is sufficiently robust to provide each child with a consistent experience, particularly in the event of staff absences.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure procedures are in place to promote the good health of children and take necessary steps to prevent the spread of infection, including obtaining written parental consent to administer medication. (Promoting Good Health)

08/12/2008

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

The management team is focused on ensuring children make good progress in their learning and development, although policies and procedures to support children's welfare are not always effectively implemented. Most documentation to support the setting's practice is in place and up to date. However, the medication policy does not inform parents that written permission must always be obtained prior to giving medication to children. The practice of administering and recording of medication is weak and does not ensure children's health is fully safeguarded.

Managers and staff are confident in each other's abilities and there is efficient teamwork and communication to ensure the smooth running of the nursery overall. Opportunities and support for staff development helps to enhance the quality of the provision. For example, staff have undertaken in-house training and some training in sign language to effectively communicate with all children. Staff are mostly well deployed, although the key person system does not fully or consistently support children's well-being, particularly with regard to the youngest children in the setting or when key staff are absent. Vetting procedures for staff who work with the children are robust and there is an effective induction and mentoring programme in place for new staff and students.

Systems to evaluate and monitor the provision are in place and well documented, such as the self-evaluation form. The recommendation from the last inspection has been addressed. Children are safeguarded because staff have a clear understanding of their role in protecting children from abuse and neglect. Staff are confident that they would promptly report any concerns or allegations in line with Local Safeguarding Children Board procedures and the nursery's policy and procedure identifies relevant contact details.

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

Children are mostly confident and happy in a secure environment in which there are many opportunities for their learning and development. Well-planned activities offer new and interesting challenges across all areas of learning. Staff are friendly and caring, joining in with children's play to extend and promote their development. Planning, observation and assessment systems are up to date and clearly illustrate the progress children are making.

Children under three receive individual attention from staff that ensure their environment is safe for them to explore with growing independence. Babies enjoy sensory experiences and experiment with different textures, such as shredded paper. Children aged from three years confidently initiate their own play and access all the very well resourced areas of continuous provision. Their independence is successfully promoted and they are skilled at selecting their own challenges. Children make very good progress within all areas of learning and staff skilfully ask open-ended questions to encourage them to think and demonstrate what they know. The environment is rich with a range of different texts and children recognise familiar letters and simple words. Children are eager to practice

writing in a variety of ways, such as making shopping lists and writing plans. Opportunities for children to recognise number, shape, and colour are maximised in fun and exciting ways as well as in the everyday routine.

Behaviour is very good and children's feelings of self-confidence are reinforced through plenty of praise. Children benefit from interesting visitors who come to the nursery to enhance their knowledge and understanding of the world. They are skilled at using the computer and use simple programmes to support their learning. Staff are interested in what children do and say and all children are included fairly in all activities.

Good priority is given to ensure children's safety and security. Risk assessments identify hazards and staff ensure all areas and equipment used by the children are safe. Children learn to keep themselves safe, their health is mostly well promoted within the nursery, and older children understand why personal hygiene is important. However, standards of hygiene for children under two do not sufficiently prevent the spread of infection. For example, staff do not routinely wash their hands after wiping children's noses.

Children enjoy a balanced, healthy diet with menus showing a variety of nutritious foods prepared by a designated cook who knows the children's individual dietary needs. Children access drinks whenever they are thirsty. Partnership with parents and carers is very positive and parents are very complimentary about the service they receive. Notice boards, newsletters and the information booklet for parents are all very informative and parents are encouraged to share what they know about their child, before and during their child's time at the setting. Children's profiles are very well maintained and parents are welcome to discuss these at any time.

## 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>	3
How well does the provision promote inclusive practice?	3
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>	3
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

<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>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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 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**

There have been no complaints made to Ofsted since the last inspection.

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.