

Brambly Hedge Day Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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

Brambly Hedge Day Nursery has been registered since 2004 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned provision and is situated in Northallerton, close to the town centre. The nursery serves the local and surrounding areas. It operates from four activity rooms and has two secure outdoor play areas. The nursery is registered to care for a maximum of 50 children from birth to under eight years at any one time. The registration includes out of school care.

The nursery currently has 68 children on roll, 16 of whom are under two years. Additional children of school age are also cared for. The provision offers funded nursery education places and procedures are in place to support children with English as a second language, learning difficulties and or disabilities. The nursery is open Monday to Friday, 51 weeks of the year excluding bank holidays. Sessions are from 08.00 to 18.00. Children attend for a variety of sessions.

The nursery employs thirteen staff all hold appropriate childcare qualifications. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy a welcoming and supportive environment. A balanced curriculum, covering the six areas of learning and dedicated staff all contribute to children making good developmental progress whilst having fun. Staff treat children as individuals and work closely with parents to ensure their care needs are met. Managers and staff work closely with advisors and are starting to evaluate their practice, identifying areas for development.

What steps need to be taken to improve provision further?

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

- continue to develop systems for planning and assessment to ensure all staff are aware of the individual children's next steps and parents are informed of how the learning might be continued at home
- implement plans to re-organise the baby unit to provide a homely environment which children can access easily and explore texture and form through an extended range of natural resources indoors and outdoors
- further develop the key worker role for babies to strengthen relationships and provide consistency of care, for example, by ensuring the key worker attends to personal care needs.

The leadership and management of the early years provision

The nursery benefits from a management team who work well together. They have robust systems for recruiting and vetting staff, which ensures the adults who care for the children are suitable to do so and have the appropriate knowledge and skills. Staff work with a common purpose and are highly committed to promoting positive outcomes for children. A staff induction process and a system of staff appraisals ensures they are clear in their roles and responsibilities and are supported in updating their knowledge and skills.

The nursery management are beginning to evaluate their practice and are involving staff in this process. Although the formal self-assessment document is not complete they have made good use of the process to identify for themselves areas where improvements could be made and are taking some steps to implement these. They show a clear willingness to take on board advice and work well with the local authority development worker to improve outcomes for all children. For example, newly introduced systems of planning and assessment continue to be developed. Plans are in place to re-organise the baby unit both indoors and outdoors to provide a more accessible homely environment and increase the range of natural resources.

Records, policies and procedures required for the safe and efficient management of the setting are in place, shared and understood by all. These are frequently reviewed and ensure all children are safeguarded, included and their needs met. Parents are encouraged to contribute their ideas and opinions on the setting through questionnaires and their views are used to inform plans for improvement. Information is gathered from parents and used to identify starting points in children's learning and ensure individual care needs are met. Parents and carers are kept fully informed of their children's day as verbal information is exchanged at delivery and collection and daily dairies completed for babies. Parents have access to their child's learning records, which are shared during designated evenings and are accessible to them at any time on request.

The quality and standards of the early years provision

Children settle well and are secure in the nursery because they develop good relationships with the staff. Key workers enable children to feel confident and safe at nursery, though they do not take responsibility for their routine care needs such as nappy changing. Babies benefit from attentive staff who respond with smiles and cuddles to their sounds and gestures. However, the organisation and use of space in the baby room is not used effectively as some areas are not easily accessible and the lack of home style furniture and natural resources limits their opportunities to explore and investigate. This has been recognised by the nursery as an area for development.

Older children are helped to settle well by staff who sensitively support children who are reluctant to separate from parents. Children throughout the nursery settle well and spend their time actively engaged in enjoyable activities. Staff are familiar with the Early Years Foundation Stage and utilise this well to help children learn

and progress. Child-led planning ensures all children have challenging and enjoyable experiences. Observations are used effectively to identify what children can do and their individual next steps are identified. The new system of assessing and recording children's achievements is developing well, although at present there is no system to ensure all staff are aware of the individual children's next steps or how parents could continue the learning at home. Therefore, they are not yet fully effective.

Pre-school children have the freedom to explore and make choices in what they wish to do from a wealth of interesting activities and resources. The rooms are organised to provide defined areas of learning and the outdoor environment is particularly well organised and resourced to promote active learning. Staff provide good support for children's learning, talking to them about what they are doing, successfully promoting their language and communication skills and encouraging them to be critical thinkers. Children develop pre reading skills as they enjoy books and begin to recognise their name in print as part of the arrangements for registration and snack time. They learn about the world around as they grow fruit, vegetables and herbs, and talk about the seasons and the weather. They develop their imagination as they access role play areas and play in the out door den. Children develop their skills in using technology throughout all areas of the nursery, they have access to a computer and are motivated in their learning. As a result, all children develop the skills needed for their future success.

Children's welfare is promoted as high regard is given to promoting all aspects of health and safety within the nursery. Risk assessments and daily safety checks ensure children are cared for in a safe environment. Staff encourage children to contribute to promoting their own well-being by understanding how to keep themselves safe and healthy. For example, they learn how to cross roads safely and who to ring for help in an emergency. Older children wash and dry their hands independently and understand how doing this before eating protects them from germs. The daily routines, and free access to the outdoors enables all children to play in the fresh air and contributes to them adopting healthy lifestyles. Children have some opportunities to go out of the nursery for example to take pets to the vet or shop for food at the supermarket, which helps to develop their sense of community. Visitors to the setting such as the police and fire department further develop their understanding of how to protect themselves from harm. Good systems are in place to value diversity and to ensure all children and their families are respected and included. Children show high levels of confidence and behave very well. Staff manage children's behaviour consistently and with sensitivity so that they learn how to behave with care and consideration for others. Children frequently show empathy for others and acts of kindness are evident, such as older children helping the younger ones to dig for worms or when they share resources. Overall, children have fun, make good progress in their learning and development and gain considerably from their time in the nursery.

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