

# Brooklands Childcare

Inspection report for early years provision

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**Unique reference number** EY295945  
**Inspection date** 14/09/2009  
**Inspector** Angela Rowley

**Setting address** Montrey Crescent, Garswood, Wigan, Lancashire, WN4 0TT

**Telephone number** 01942 760077

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

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## 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*.

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## Description of the setting

Brooklands Childcare has been registered since 1996. It operates from four rooms in a former primary school in Garswood near Wigan. Children have access to a secure outdoor play area.

The setting is open each weekday from 7am until 6pm throughout the year. The setting is registered on the Early Years Register. A maximum of 94 children may attend at any one time and at present there are 130 children on roll. The setting currently support a small number of children with learning difficulties or disabilities.

The setting employs 34 members of staff the majority of whom hold appropriate early years qualifications. A number of staff are working towards achieving an early years degree and one member of staff has achieved Early Years Professional Status. The setting receives support from the local authority early years advisory team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Highly motivated and committed leadership results in a continually developing setting which does not stand still. Systems to evaluate practice are used effectively to develop a clear vision, drive improvements and make further progress on what they have accomplished so far. The vibrant, enabling environment helps children make good and some outstanding progress. The nursery works extremely well with parents, other settings and a range of outside agencies to include all children and to ensure every child gets the support they need. This also enables secure transitions and consistent care and learning.

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

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

- continue to enhance the learning environment building on the success of developments to continuous outdoor provision for some children and give consideration to providing separate space in which children can sleep without disturbance
- further develop systems to analyse children's progress in order to evaluate the effectiveness of the educational programmes in all areas of learning, particularly in problem solving, reasoning and numeracy and address any weaknesses identified as a result
- continue to develop a systematic, continuous approach to the use of observations which are evaluated and used to plan relevant, challenging experiences for each individual child.

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

There is a strong emphasis on safeguarding. Designated individuals demonstrate a high level of commitment to prioritising children's safety. They receive regular training in relation to safeguarding issues and seek out more as an extension to that which is offered by the local authority. Arrangements to protect children are robust, regularly reviewed and carefully managed to ensure they are understood by all staff. For example, new systems have recently been introduced to underpin monitoring procedures and staff have been provided with updated guidance regarding professional abuse allegations. Children are also safeguarded by comprehensive recruitment and vetting procedures which ensure all adults are suitable to work with children. The environment is safe and supportive. Extensive risk assessment procedures, facilitated by the organisations health and safety co-ordinator ensures all potential hazards are identified and minimised. Staff routinely check identified risk areas to maximise children's safety and provide activities which help children learn about staying safe. A good number of staff hold current first aid certificates and all staff are aware of the clear procedures regarding accidents and medication.

The manager and her team are highly motivated to seek further improvement. This is demonstrated through their commitment to professional development which has significantly increased their knowledge and skills and thus improved the provision for children. One staff member holds early years professional status and several are working towards an early years degree. Through quality training, the manager has reviewed systems for observation and assessment and made changes which are at various stages of implementation across the setting, and through training on heuristic play, staff provide children with a wealth of sensory experiences and sessions exploring treasure baskets. Self-evaluation is well-informed and makes good use of feedback and findings from quality checks. However, the manager has not rigorously considered the effectiveness of teaching and not enough is done yet to analyse progress data to evaluate the quality of the provision on all aspects of children's learning. Parents' views of the setting are valued and used to inform decision making. Food provision has been adapted taking on the views of a parent dietician promoting a full review of nursery menus to analyse nutritional content. Using evaluation tools, such as an environmental rating scale, the manager has identified areas for development which has inspired significant changes and plans for the future. A review of outdoor play has resulted in greatly improved continuous outside provision for many children in the setting with continuing plans to extend this for all children. Well organised planning ensures good development opportunities and efficient use of staff, excellent provision of good quality resources and skilful use of space in most areas to promote children's welfare, learning and development.

The setting actively promotes equality and diversity. Working very effectively with parents and other agencies, they prioritise support and meet individual needs. As a result, children with special educational needs make good progress. All children and families are valued by staff who are proactive in ensuring that every child and family feels welcome and develop a sense of belonging. Positive, meaningful

images in play materials, welcome signs and symbols, words in specific languages are displayed all around the nursery and also help to raise children's awareness of diversity. The setting has developed highly positive relationships with parents. Right at the start, home visits facilitate relationship building and give staff clear information about each child's backgrounds and needs. Parents and carers are actively encouraged to share information about children's learning at home and are regularly informed about children's achievements through the provision of termly summary reports. They are very well informed about the setting and its provision for children. They are helped to understand how it provides for the EYFS through attractive displays, photographs around the setting, and the completion of an informative DVD made by staff showing images of children's activities supported by explanations of how the nursery provides for their care and learning. The nursery works hard to include parents and uses their skills very effectively to extend children's experiences and their learning. A parent builder recently worked with the children promoting their interest in construction. They mixed and used mortar to build a small brick wall. Another parent has broadened staff's awareness of baby sign which is now used across the setting to support communication.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a secure understanding of the EYFS and of how children learn. The setting uses a very effective key working system to support children to achieve good outcomes. They are continuing to extend the use of this to plan more systematically for individual learning needs. The loving and caring relationships children develop with their key people helps them become confident individuals who develop caring relationships with their friends. Staff apply consistent boundaries and so children learn 'golden rules', know what is expected of them and behave positively. Staff use motivating strategies, for example, children immediately know that it is 'tidy up time' and take an active role in putting things away when the 'hi-ho' music is played, demonstrating their keen sense of responsibility.

Key workers observe their children and know them well. They use what they know to plan relevant and motivating experiences which are based on children's interests and help children make continual progress in their learning. For example, in one group children's play opportunities were recently extended to include learning around an ice-cream theme building on one child's interest in adopting the role of ice-cream seller in play. Children explored ice and 'cold' when they made ice-cream, turned large boxes into an ice-cream van and staff organised for a real ice cream van to visit the nursery. Children explored on board and then bought their own ice-cream paying with real money. Key workers summarise children's learning and progress at the end of each term. These are used to highlight more learning priorities in the form of medium term planning. However, the use of this additional system sometimes detracts from the continual cycle of observing, assessing and planning. All activities intended for groups of children are planned to include support or extension opportunities to meet the needs of all children. Where necessary staff provide support and modify activities so that all children are fully included.

The enabling environment supports children's good progress across all areas of learning. Continuous provision means that children become active learners who are able to self-select resources, think and follow through their own ideas independently. For example, children dig in the soil pit counting as they put it into the play cement mixer. They decide the concrete needs salt and co-operatively collect a bucket full of grass which represents the salt. It is mixed into the soil to become the cement for the wall. As they position bricks in a line they balance along the top, then stack them building a tower until it falls over. Children's instincts to explore, investigate and play with natural materials stem from excellent provision for heuristic play and sensory stimulation. The outside area extends this and is a hive of activity which provides for all areas of learning and meets the different learning preferences of individuals. Children paint using the art board on the wall 'squelching' their fingers through the thick paint as they mix the colours together. They enjoy water play using the descending water troughs and watch excitedly as the water drips down from one to the next. They balance using the wooden beams and play imaginatively on the wooden pirate ship. Babies also benefit from continuous access to a small outside area where they watch with intrigue and squeal with delight as they play in the baby swing. Outdoor play for other children is timetabled which limits their opportunities for learning, however, this is already an area identified for development.

All rooms are attractively decorated with a wealth of clearly labelled displays which promote children's awareness of the written word. Children make some outstanding progress in communication, language and literacy. Through self-registration they learn to recognise their own names and those of friends. They use their name cards to learn to write their own name in the mark-making area. The development of resource packs using relevant guidance to support this area of learning raises children's awareness of letters and sounds as well as, for example, their ability to listen carefully and recognise words that rhyme. Children become confident communicators, the foundations of which are well supported by the use of sign throughout the nursery. Children also develop skills for the future through their use of ICT throughout the nursery. Many learn to use the computer independently. They learn about the world around them through visits into the local community, for example, to post letters. They recycle paper and grow vegetables to eat. Children count confidently in their play and match and sort during everyday routines, however, other aspects of problem-solving, reasoning and numeracy are not as effectively promoted by staff, thus limiting children's development in this area.

Children develop a strong sense of security and using a feelings tree they demonstrate how they understand what makes them feel safe. They know that crossing with the patrol will keep them safe, for example, and following a visit from the fire service during which children squirted the hose and explored the engine, they know about aspects of fire safety. Children have a good understanding of personal hygiene and wash hands independently. They bath their dolls demonstrating how they wash their faces. They respond to the needs of their own bodies by accessing their own cup with water when thirsty and they sleep following their own routines. However, this is within their play room which sometimes hinders a restful sleep.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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