

Bramley Wood Day Nursery

Inspection report for early years provision

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Inspector Joanne Graham

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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*.

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.

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Description of the setting

Bramley Wood Nursery opened in October 1995 and is on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. It operates from a converted house close to Bracknell town centre, in Berkshire. Children are accommodated on both levels of the property and there is no lift. There is access to an enclosed outdoor play area. The nursery serves the local area. The nursery is part of Complete Childcare Limited, which has nine other nurseries. A maximum of 74 children under eight years may attend the nursery at any one time, including 74 children in the early years age group. The nursery is open every week day from 8am to 6pm, all year round. It closes on Bank Holidays and the week between Christmas and the New Year.

There are currently 59 children on roll. This includes 19 children who are in receipt of nursery education funding. Children attend for a variety of sessions. The nursery currently supports children who speak English as an additional language and has systems in place to support children with special educational needs and/ or disabilities.

The nursery employs 11 staff; of these, eight staff hold relevant childcare qualifications, and one staff member is working towards a suitable qualification. The manager holds a Level 6 qualification and holds the Early Years Professional Status (EYPS).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and are busily occupied in purposeful play. Staff are good role models, showing children respect and treating them with equal concern. Relationships with parents are good and contribute well to promoting continuity in children's care and education. Staff evaluate their practice and strive for continuous improvement to maintain and develop the provision. All mandatory documentation is in place and enables staff to provide a safe and suitable environment, supporting the individual needs and requirements of the children.

What steps need to be taken to improve provision further?

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

- improve the current planning and observation processes and ensure children's developmental records are regularly updated
- develop processes to link with all of the early years settings, which children attend, to promote continuity in care and education
- increase staff's understanding of the processes to identify, report and address hazards and faulty equipment.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of procedures if they have concerns about children in their care and additional child protection training increases this understanding. They work in partnership with other agencies to safeguard the welfare of children. A robust recruitment and checks process ensures staff are suitable. The annual appraisal systems are used to identify training needs of the setting and for staff's personal development. Management support and encourage staff to attend suitable training and to share these skills with the other staff. The written risk assessments are relevant to the setting and identify potential risks, providing a safe environment. However, on occasion, staff's practice does not always sufficiently demonstrate their understanding of how they identify, report and manage some hazards. For example, the safe storage of furniture and the working order of some electrical goods. Written policies and procedures contribute to the safety and well-being of the children and all confidential, written documentation is securely stored. Staff monitor access into the premises and ensure all fire exits are free from clutter, promoting children's safety.

The current system in operation to plan and observe children's progress is not always sufficiently maintained and does not always record children's individual progress and developmental needs. However, staff's practice does show they are aware of individual developmental needs and abilities of the children in their care and provide developmentally appropriate activities. The self-evaluation process has identified that planning and observations is an area to develop. Utilising this information, the manager is in the process of organising additional training and support to reflect on the current system and to increase staff's understanding of alternative processes. This demonstrates the staff's positive attitude to drive improvement. Children develop a positive attitude of differences and diversities, through accessing resources depicting positive images and trips to the local community.

Relationships with other early years settings, which children attend, are in their infancy. The nursery does email some settings, but this is not consistent practice to ascertain and promote continuity of care and learning for all children attending more than one setting. The quality of communication with parents and carers is good. The notice boards contain suitable information, the email system enables parents to correspond with the staff when they are unable to be in the setting and written monthly newsletters keep parents up to date with the current details of the nursery's events and news. Staff maintain daily diaries for the younger children to keep parents informed about their child's routine and what activities they participated in. The recent questionnaires to parents enable the setting to take account of their views and contributes to children's well-being. Parents express how happy they are with the provision and especially find the staff approachable to share information about their child.

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

The enabling environment supports children to experience a wide range of activities inside and outdoors. Consequently, children are making good progress in their all round development. Staff have a good understanding of the Early Years Foundation Stage curriculum and support children to achieve in all six areas of learning. They ask questions to help children think and adapt activities to re-engage children, if they become distracted. Observations are completed regularly, although these do not always contain adequate detail to inform future planning needs and are not regularly transferred to the child's learning journey.

Children's work is respected and displayed attractively. Children self-select confidently and engage for extended periods to their chosen activities. Staff know the children well. They are aware of their likes, dislikes, interests and routines and provide appealing activities to support these well. Children increase their physical skills by accessing the large play apparatus and equipment in the garden and inside, as well as participating in weekly 'Little movers' classes. Children enjoy singing their favourite songs and matching actions to the rhymes. They are confident to express their views and are confident and articulate speakers. Younger children communicate through gestures and noises and staff respond positively to these methods of communication. Staff introduce counting into everyday activities and children are encouraged to problem solve. These activities help to support children with skills for the future.

Staff lead by example, modelling good behaviour to the children. They show them courtesy and respect and consistently manage boundaries. Praise and encouragement is given for children's achievements, boosting their self-esteem. Children relate warmly to the staff and develop a sense of identity and belonging at the setting. The setting provides substantial, healthy meals, snacks and drinks to meet children's dietary needs and to respect parents' preferences. Children access drinking water at all times and independence is encouraged with their self-care skills. Good hygiene routines are in place. Children are aware that they need to wash their hands before and after eating and staff sweep the floors after the children have eaten. Mealtimes are social occasions for all children to enjoy.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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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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