

# Brookhill House Day Nursery

Inspection report for early years provision

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**Unique reference number** 253146  
**Inspection date** 02/03/2010  
**Inspector** Georgina Walker

**Setting address** 19 Brookhill Street, Stapleford, Nottingham,  
Nottinghamshire, NG9 7BQ  
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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

Brookhill House Day Nursery, owned and operated by Cared4 Ltd, opened in 1989. It operates from converted domestic premises and a purpose built baby unit, in the town of Stapleford, Nottinghamshire. The pre-school rooms are on the first floor of the house. There are steps or a ramp into the main house and the baby unit is on a level site. There are secure outdoor play areas for each age range. The nursery serves families from the local area.

The setting is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register to care for 70 children from birth to eight years and there are currently 124 children in the early years age range on roll. This includes children who receive funding for early education. The setting does share and seek information in partnership with other Early Years Foundation Stage settings the children attend. The nursery opens five days a week all year round, except Bank Holidays and the week between Christmas and New Year, and sessions are from 7.30 am until 6.00 pm. The setting employs 18 full-time staff and six part-time members of staff who work with the children. Most of the staff hold appropriate early years qualifications and a member of the company holds a relevant Early Years Degree.

The company also operate an out of school club, which older children attend as part of the continuity of care and wraparound services provided by the setting, which is situated at the local school. The nursery is one of two nurseries and two out of school clubs operated by a partnership, trading as Cared4 Ltd, who delegate day to day responsibility to the managers and staff on site. The setting receives support from a member of staff from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming environment is created to ensure all children are happy and enjoy themselves as they learn through their play. Ongoing evaluation of the service and targets for improvement contribute to the welfare and learning requirements being constantly monitored and practices improved for the benefit of the children. However, the comprehensive risk assessments are not consistently robust to assist in fully supporting children's well-being. Children engage in a wide range of activities and make significant progress in their learning and development. However, new systems for recording and planning the next steps are not fully operational. The inclusion of all children is successfully promoted and their unique needs addressed as there are excellent relationships formed between staff, parents, carers, relevant agencies and local schools.

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

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

- ensure staff are robust in monitoring and removing potential hazards to children
- consolidate the systems used for recording children's individual progress and the next steps for progression in their learning.

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

The positive attitude towards continuous improvement, not only by the management team but the professional staff group, many of whom have been employed at the setting for a long period, ensures recommendations from the last inspection have been successfully addressed. Parents can be assured this assists in promoting the safety and well-being of the children to a high standard. All staff are familiar with the Local Safeguarding Children Board procedures and update their knowledge by attending training. There are effective records maintained to ensure all persons have relevant suitability checks and a comprehensive staff induction contributes to safeguarding children. Staff are effectively and efficiently deployed, with excellent records clearly showing who cares for the children at all times. Supernumerary, part-time and out of school club staff are available to cover absences to ensure ratios are maintained by persons the children know. Self-evaluation is a worthwhile, ongoing aspect of the setting to identify tasks for continuous improvement.

Reporting of accidents, significant injuries a child arrives with and the record keeping of any medication administered is now thorough. Acceptable hygiene and cleaning procedures are followed by staff to prevent cross-infection and sanitizers are provided at each entrance to assist in this endeavour. Children are encouraged to develop good practices, using tissues and washing hands as necessary. The environment is re-decorated and carpeted on a rolling basis and playrooms are decorated with an extensive variety of posters, photographs and children's craft work to ensure the premises are bright, cheerful and very welcoming to the children. However, risk assessments which are generally concise have not included all potential hazards. Copies of policies and procedures are available to parents. Through consistent discussions, notice boards both in and outdoors, questionnaires, written information in newsletters, daily diary cards for younger children and verbal information shared by the staff, excellent partnerships with parents and carers are formed. They are invited to the open evenings or days, which include sports day or fund raising events for charity. Parents particularly appreciate the consistency of care provided by the dedicated staff team and the wraparound and extended services the company provide.

Extensive information about their child is provided by parents and carers on admittance. When children move to the next room or age group, nursery school or full-time school comprehensive information is recorded on transition sheets which successfully contributes to the change. The enthusiastic staff organise visits to the local school most children move on to and a 'buddy and host' system has been successfully instigated. Older children are invited to join in such activities as theatrical performances at the school, which also assists in the substantial

transition process. Inclusion is given utmost priority and advice sought from other professionals when necessary significantly assists with integration. Parents are aware their child's purposeful development records can be read and discussed at any time. They appreciate the opportunity to take the file home every three months to read and record comments.

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

The adults support learning very well, enhancing children's ability skilfully. The extent to which there is planned, purposeful play and exploration has been changed recently to more child-chosen activities. Adult-led activities are now limited to one overall focus activity of the week and ensuring festivals are included as necessary. This has led to the children's enjoyment being enhanced even further as they choose from the well stocked shelves and boxes of resources, or outside play equipment, imaginatively presented by staff to stimulate learning. All key persons have good knowledge of the stepping stones to the early learning goals and the children receive an enjoyable experience across all areas of learning. Following a recommendation at the previous inspection children's progress has been recorded on a range of changing, worthwhile documents. They have been changed again recently to reflect more closely the Early Years Foundation Stage framework and are now in line with other Early Years Foundation Stage settings children attend, to ensure greater consistency in promoting the next steps of development. Staff are motivated to ensure it works and are sure, as it is more individualised, children will benefit substantially as the next steps are more focused, compared to the previous system which was recorded on a six weekly basis.

Children develop a positive awareness of self and their needs as staff are proactive in encouraging independence. The children make friends and respect each other and are aware of how to behave and share. They make decisions about where they want to play or move resources between the red and blue pre-school rooms or downstairs in the orange and green rooms. Some age groups have the opportunity to play outdoors through a free-flow system and older children play out on a rota basis to ensure safety in the exciting play areas. A substantial climbing frame and a climbing wall encourage children to develop an extensive range of physical skills. At the baby unit children have access to an outdoor play-house, sand tray and other resources relevant to their size and skill. Staff ask open-ended questions and children learn to communicate effectively using phonics and letter sounds. They are confident and eager to share their knowledge or ask questions to extend it. They enjoy music playing in the background and sing happily in group sessions. They enjoy mark-making and have access to an extensive variety of crayons, chalks and paint and request to draw outside are met. They have access to a wide variety of books and spontaneously choose a book to 'read' using their finger to follow the words demonstrating they know how text is read as they develop skills for the future. Many older children copy letters with considerable skill as they write for displays in their playrooms.

Children are supported to develop numeracy awareness and use words

spontaneously in their own child-led activities when drawing or completing a puzzle. Children use tools skilfully and are aware of hazards as they use sand or paint brushes. They develop an awareness of the wider world and enjoy visits from the fire service or dress up for celebrations and festivals. There is a range of resources which give positive images of themselves or diversity within society. Children are encouraged to be active and healthy, developing competent skills of control and manipulation with the extensive range of freely accessible resources. The substantial menu ensures a balanced diet contributes to a healthy lifestyle. Children are curious to know how things work and engage in role play with other children. Older children are becoming competent in the use of technology and staff are highly active in ensuring babies are inquisitive and learn how to operate battery operated toys, a forerunner of developing such skills for the future.

## 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	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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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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## **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