

# Brambles Nursery

Inspection report for early years provision

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**Unique reference number** EY298156  
**Inspection date** 13/01/2010  
**Inspector** Deirdra Keating

**Setting address** Jermyns Road, Reydon, Southwold, Suffolk, IP18 6QB

**Telephone number** 01502 724726

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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

Brambles Nursery is run by the Pre-school Learning Alliance. It opened in 2001 and operates from two rooms in a purpose-built building. The nursery is part of a children's centre located on a school site and has links with the school. Children have access to an enclosed outdoor play area. The nursery is in Reydon, Suffolk. It is open each weekday from 08.00am to 18.00pm for 50 weeks of the year. There is also before and after school care provided from 8.00am until 8.50am and 3.15pm until 6.00pm.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 38 children may attend the nursery at any one time. There are currently 55 children aged from birth to under five years on roll, some in part-time places. The nursery has a number of children with special educational needs and/or disabilities.

There are six members of staff, of whom all hold early years qualifications to at least Level 3. One member of staff has achieved Early Years Professional Status. The setting provides funded early education for three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning is promoted well by motivated staff who have a good knowledge and understanding of each child. Children are safe and secure they have formed strong attachments with key staff and relish their time at the nursery. Effective partnership working enables staff to work well with the neighbouring school, parents and other agencies who work from the children's centre. This ensures the nursery is inclusively able to meet all children's individual and differing needs. A strong commitment to improvement is evident and documented using a self-evaluation of the setting that takes into account the views of those who use the nursery.

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

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

- increase opportunities for children to learn to keep themselves safe, for example, by ensuring children are familiar with, and have an opportunities to practise, emergency evacuation procedures
- review the organisation of adult-led activities to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

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

Children at the nursery are safeguarded well. Staff have all attended safeguarding training and are committed to implementing the Pre-school Alliance safeguarding procedures. These include stringent checks for all staff and a robust recruitment procedure that is meticulously. Children play in a safe and secure nursery as a result of the effective daily risk assessments. For example, staff monitor the main door via a small monitor and there is an electronic locking system to ensure that entrance to the nursery is accessed by authorised persons only. Staff are deployed well to ensure children are safe and supported at all times. Resources are planned well to promote a positive and accessible learning environment that all children can access. The garden has a new range of equipment to support children's physical development and provides a balanced range of resources across all areas of learning.

The manager and staff have high aspirations for the nursery they have worked hard to undertake a quality assurance scheme and address the recommendations raised at the last inspection. Improvements have been made, particularly to the outdoor area and staff continue to strive to improve their practice. This is demonstrated by their commitment to training and good use of advisory support. Staff benefit from qualified teacher support and use this very well to ensure that the Early Years Foundation Stage is implemented effectively and that children's progress is monitored rigorously. The self-evaluation of the setting realistically highlights their areas of good practice and areas that require work and therefore helps them to continuously improve. The staff have a strong commitment to their professional development and use their learning and development to bring about new ways of working. The staff team work together as a cohesive and happy team who use outside support well to promote an inclusive environment where all children can achieve in relation to their capabilities. They work closely with parents and outside professionals to provide tailored support for children with special educational needs and/or disabilities. The children's centre enables staff to access other professionals easily and build close working relationships with them to ensure children's individual needs are consistently met.

The staff team are committed to promoting an effective partnership with parents and carers. They have created a safe and warm atmosphere where all families are equally welcomed and valued. They are proactive in their approach, sharing daily events with parents to involve them in their children's learning. For example songs, stories and rhymes are shared regularly on the notice board. Parents are invited in regularly to share children's learning journeys and provide information from home to support children's progress. Parents speak very highly about the provision and the way the staff share information with them. This effective two-way sharing of information ensures that parents can support children's learning and development at home.

The setting have good links with the school who are on site. Children attending the school nursery attend the setting for afternoon sessions. Staff hold transition meetings where children's profiles are shared and children's individual needs are

discussed. Children are invited to the school for special events and celebrations which help to support children's transition into school.

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

Children are provided with many stimulating experiences that help them to develop a positive sense of themselves, respect for others and a strong disposition to learn. This is because

the staff support the children very well and plan activities using their in-depth knowledge of each child. There are a wide range of varied resources set out in both rooms which children use very well. The staff team work well together to ensure that the planning cycle works well and use observations of children's play to prompt ideas for the next day. This provides activities that children are genuinely interested in and consequently children at the nursery are motivated to learn. There is a balance of child and adult-led activities and the session routine allows children a long period of time where they are able to sustain free play. However, as lunch time approaches and staff are overseeing departures and preparing for lunch, older children are grouped together for activities that do not always meet their needs resulting in some children who are not engaged.

Older children enthusiastically initiate imaginative play using well chosen resources to enhance their experiences. They enjoy the role play and co-operate well with one another as they create roles that are familiar to them such as shopping, cooking and making homes under the climbing frame. Other children experiment with different materials including salt, shredded paper and play dough. Children's creativity is fostered well, they freely access the easels and paint pictures which they talk about with staff. Books are an important part of nursery life and children enjoy stories that are brought to life with props and an electronic listening set. Children gain a mathematical understanding through everyday experiences including songs and stories where they take one away.

Younger children and babies thrive in the safe and integrated area of the nursery. They have developed good attachments with key staff who know them well. They are given lots of cuddles and one to one time as they have their bottles and food. Their home routines are meticulously followed by dedicated and thoughtful staff who take care to promote good continuity of care and help children feel safe and secure. Babies sleep peacefully in a small side room where they are carefully monitored. Home diaries enable staff to record daily information for parents regarding food and sleep routines. All children's records are shared well with parents who make comments about children's home achievements and contribute well to the sharing of information.

Children are becoming increasingly self-reliant and confident as they are strongly encouraged to manage putting on coats, shoes and their own personal hygiene. They also develop a good sense of belonging as they are given small realistic chores by staff who have taken the time and resources to help children learn how to care for their environment. Children use picture cards to determine which area to tidy up, they work well together as they lay tables for lunch calculating how

many cups they will need. Lunch is usually cooked on the premises and menus are balanced and healthy. Children are also given morning and afternoon snacks that comprise of fresh fruit and savoury crackers with milk or water. This is organised well, children can choose when to access snack and are able to develop new skills such as pouring, chopping and social skills. These all contribute to developing skills for the future.

Children are confident and motivated to learn at the nursery, whilst treating one another kindly and respectfully. Staff provide calm and polite role models and teach children how to be safe for example, children are reminded not to run around and use equipment safely. However, they have had few opportunities to practise emergency evacuations procedures to increase their understanding of how to keep themselves safe in the event of a fire.

Children enjoy fresh air daily and can access the stimulating outdoor area in all weathers as there is a covered canopy to protect them from the elements. This gives children the chance to run around getting exercise and fresh air and experiencing the fun of playing in the snow.

## 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	3
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