

Brooklands Day Nursery

Inspection report for early years provision

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Inspector Rasmik Parmar

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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

Brooklands Private Day Nursery is privately owned and was registered in the late 1980s. It operates from a single storey building in Greenacres, Oldham. The nursery caters for children from the local community and surrounding areas. It is open Monday to Friday from 7.45am to 5.30pm throughout the year. All children have access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both parts of the Childcare Register. A maximum of 40 children may attend at any one time. There are currently 53 children aged from birth to five years on roll. The nursery supports children with special educational needs and/or disabilities, and currently supports children who speak English as an additional language.

There are 13 members of staff, of whom three members have the level 2 qualification in early years and nine members have the level 3 qualification in early years.

The nursery receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm and inclusive setting where children are happy, confident and settled. The uniqueness of every child is recognised and their learning and welfare needs are successfully promoted. Reflective practice ensures improvements are identified and implemented, which impacts positively on children and demonstrates the capacity for continuous improvement. Staff have established excellent partnerships with parents to ensure that children's learning and welfare needs are successfully met as part of promoting better outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to build links with other providers offering the Early Years Foundation Stage to ensure there is continuous and consistent care and learning
- improve resources for information and communication technology to help children further develop skills for the future.

The effectiveness of leadership and management of the early years provision

The setting has clear and robust policies and procedures regarding safeguarding, which are clearly understood by staff and parents. All staff have a secure understanding of safeguarding issues and work together with parents and relevant agencies to protect children. Clear vetting procedures ensure that all staff working with children are suitable to do so. Designated staff have completed a wide range of training and fully understand their responsibilities to safeguard children's welfare.

Good use is made of resources, which fully promotes all aspects of equality and diversity. Children are able to move freely in between the playrooms and have access to resources at child height to promote their independence. The large outdoor areas surrounding the premises provide very good opportunities for children to play outside. A secure decking area allows younger children to play safely. A large grassed area at the front of the premises provides various opportunities for play, such as balancing on wooden beams and free play. A soft-play surface area provides opportunity to play with sit-and-ride bikes and pretend play in the wooden play house. There is a section for growing plants and another grassed area is being developed for additional outdoor play.

The management team are committed in embedding ambition and driving improvement. There are effective systems in place for keeping up with changes to help the provision make consistent progress. There are good methods of self-evaluation to identify areas of strength and areas for improvement. Staff appraisal takes place annually, and identified training needs are addressed by opportunities for further development.

Links with other providers where children attend more than one setting are developing as the setting communicates with childminders and nurseries to try to ensure there is coherence in children's learning. The setting has sent transition letters to several schools where children will be moving to. Teachers from one school have been forthcoming to visit the nursery and introduce themselves in order to find out background information about children. Staff have experience of working with specialist agencies and other professionals in order to provide effective inclusive care for children with special educational needs and/or disabilities. They also have experience of working with families where children speak English as an additional language.

Staff have established an outstanding partnership with parents. Parents are fully valued as partners and are confident in the ability of staff to meet the individual needs of their children. Discussions with parents suggest that they highly value the care their children receive and are impressed with the progress that their children make. Parents feel involved in the setting and are able to share and contribute to children's developmental records as they wish. There is an excellent two-way process of sharing information between parents and staff to support children's learning at home; it gives a context for discussion about learning through play and seeks ways parents can support them. The key person system is effective and

parents know who to go to if they have a concern. They provide parents with a good range of information about children's learning and development. Parents are provided with transition reports when their child moves from one room to another. Key persons meet with the parents up to four times a year. Furthermore, parents receive an annual summative progress report of their child's development. The views of parents are obtained through questionnaires, and staff take time to write to individual parents with a response if requested.

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

Staff are knowledgeable about the learning and development requirements of the Early Years Foundation Stage and have a secure understanding of how children learn. Activities are successfully planned around children's interests, which promotes their learning in all areas. Children's progression towards the early learning goals is managed well. Key persons record regular observations about children, which are evaluated to identify the next step in the child's learning. Future planning is then linked to the next steps in order to follow through the identified learning needs. Hence, children are making very good progress towards the early learning goals.

Staff develop positive relationships with children and affirm their interest in them. Consequently, children are settled, happy and valued. Staff are good role models for children and quickly respond to children's needs. Staff have a very good awareness of using children's interests to promote their knowledge and skills, and, through close observation and information from parents, are able to effectively plan for each child's continuous development. As a result, children are confident and motivated to learn. Staff extend children's thinking through asking relevant questions, for example, which tool they need for cutting. Children move freely around the premises, selecting from the wide range of appropriate resources and activities, both inside and out. The planned environment ensures that available space is optimised well, with children's safety being effectively considered. Babies are cared for in a separate room which has soft furnishings, suitable for their ages and stages of development. Older children have access to playrooms where they can move from room to room and participate in their own learning to promote their independence.

Children are confident communicators; they initiate conversations and verbalise their actions. They recognise their names and younger children are learning the sounds of letters. Children have good opportunities to solve problems, reason and count through every day activities such as comparing the sizes of objects or the volume of liquids in containers. Children generally share, take turns and work together well. Children develop good imagination and creativity through access to resources. They use small-world toys and role play to take on different roles, they select from a range of art and craft materials to create their own designs and they use play dough in a wide range of ways. Children are learning the value of technology as they play with electronic toys and instruments such as the cash till and cameras. However, there is no opportunity to play with educational games on the computer to further develop skills for the future.

Children develop a good awareness of how to stay safe and healthy through their play and daily routines. They know that scissors can be sharp and must be used safely at the table, and they regularly practise the emergency evacuation procedures. Children wash their hands prior to eating, using soap and paper towels to prevent cross-contamination. They develop good habits such as using tissues to clean their own noses. Children are well nourished and are provided with fresh fruit and vegetables as part of the commitment by management to ensure their health and well-being. Older children develop independence as they serve themselves from serving dishes placed at each table. They learn to eat and socialise with staff and other children. Staff talk to children about how exercise helps to keep them fit. All children have daily opportunities to play outside in all types of weather, for example, toddlers wear a single piece waterproof outfit when raining and older children wear waterproof trousers and jackets. Hence, children learn the importance of playing outdoors in the fresh air, promoting their health and well-being while continuing to learn through play.

Children learn about the world around them through well-planned activities and interests. They plant seeds and monitor their growth. They have grown sunflowers, strawberries, raspberries, peas, carrots, leeks, salad and beetroot. They have become engaged in the miracle of life cycles, such as watching caterpillars transform into butterflies and watching chicks and ducklings hatch from eggs. Children are well-behaved and are aware of the boundaries set. Staff praise children for good behaviour and take an active role in participating with them. Children's art work is displayed within the rooms as part of recognising their achievements. All this helps children to develop high level of self-esteem.

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	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

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