

# Braybrook Nursery NNI

Inspection report for early years provision

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**Unique reference number**

EY290260

**Inspection date**

25/05/2010

**Inspector**

Gary Kirkley

**Setting address**

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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

Braybrook Nursery opened in 2004 as a Sure Start Neighbourhood Nursery Initiative. In 2005 the nursery became a full daycare provision, linked to the Orton Children's Centre, also known as the Jigsaw Centre, in nearby Herlington to the south of Peterborough city centre. The Jigsaw Centre has a variety of courses and drop-in support groups for parents, carers and their families. The centre supports the differing needs of the parent's in the local community.

Braybrook nursery is open from 8.00am to 6.00pm each weekday, throughout the year, with the exception of Bank Holidays. Children can attend for a variety of sessions. The nursery is housed in Braybrook School with outdoor play areas provided for the children. There are currently 58 children aged from three weeks up to five years on roll in the day nursery; 27 of these receive free early education. The setting welcomes and has access for children with special educational needs and/or disabilities and those for whom English is an additional language.

A committee comprising the children's centre manager, the headteacher of the school and a core group of school governors oversees the operations of the nursery, including the management of the budget. The nursery's manager is supported by a team which includes a Early Years pedagogue, the children's centre manager, three childcare advisers. There are 12 staff who work with the children in the day nursery. Over half the staff have early years qualifications to at least level three.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The outstanding elements of the nursery relate strongly to the excellent leadership and management of the provision. The provision is particularly inclusive, with a large proportion of children attending with special educational needs and/ or medical needs. Some of these needs are very demanding and require high levels of expertise. The staff respond sensitively and professionally to the needs of all children. All children get on well with each other and play happily using the excellent choice of resources, both inside and outside. There is excellent capacity for further improvement, as demonstrated by the efforts of the manager and staff in the last year, ensuring that all the issues identified in the last inspection have been dealt with to the highest standard.

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

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

- monitor the effectiveness of activities to ensure they assist the development of future skills for children
- consider further training opportunities for preparation for potential future

children with English as an additional language.

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

The leadership and management of the nursery are in most respects outstanding. The current manager was appointed in September 2009 and since then has worked exceptionally hard to further improve the provision. She has a highly positive vision for the nursery which is shared by all staff, who work collaboratively to ensure the interests of the children are catered for. Safeguarding at the setting is of the highest levels. All records are extensive and show that all staff have been thoroughly vetted following national and local guidelines for recruitment. All statutory requirements are met in relation to the recording of incidents, complaints, accidents and medical conditions, and the reporting of any such events to parents and the appropriate authorities. The issues around the correct procedure for complaints, highlighted in the previous inspection, has been resolved. Site security is excellent, as is the nursery's attitude towards and practice of health and safety guidelines.

The nursery has highly effective relationships with parents, confirmed by all those parents interviewed. They find the nursery wholly safe and secure, and believe that it offers the highest standards of care and welfare. All parents recommended the nursery unreservedly. There are extensive links with external agencies, such as the local authority, social services, health professionals and through other early years networks. In this way all children are supported excellently throughout their time in the nursery.

Equality and diversity is mainly good, with strengths around inclusion for children with special educational needs. Staff maintain high levels of training to keep up to date with current practises and applications. There are some community languages spoken by children, where English is an additional language, however staff should consider additional training on cultural differences to ensure further support for children with these needs.

Resources are excellent, being safe and suitable for children of different ages. They are effectively deployed both indoors and outdoors, where these two areas become one fluid learning environment, as children enjoy their play. For cold and wet weather the nursery provides appropriate protection and clothing for all sizes. The new manager evaluates the provision highly effectively, constructing plans for overall strategy and best operational practise. The nursery has recently finished a cycle of quality assurance, using a process recommended by the local authority for early years practitioners. It clearly has an understanding of the issues involved in promoting effective self-assessment and review. The quality of the planning of sessions is outstanding, referenced to the individual needs of all children and the elements of the early years foundation stage. There is systematic recording of progress of all children by designated key workers, leading to detailed and comprehensive profiles in preparation for the transition to the next stage of every child's education. Parents feel fully informed of their child's progress.

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

The quality and standards of the nursery are generally outstanding, with all children experiencing a wide range of learning and play activities that help in their overall positive development. All staff act as excellent role models, being calm, understanding, sensitive and patient. This exemplary behaviour is quickly replicated by all children, with even the youngest children showing these positive characteristics. Staff expertly use language to express what is required and expected. These expectations are high and children respond positively with their behaviour, which was observed to be excellent. This was confirmed by all parents, who stressed the noticeable changes in their child's socialisation whilst at the nursery. Children become more willing to try new activities and show confidence in their talking. At one circle time, a significant number of children were able to stand up and talk to the rest of the group about what they had done the previous evening. There is a highly effective balance between child-led and teacher initiated activities in the excellent accommodation. For example, there was a large amount of fruit and vegetables available to eat or make into vegetable soup. This ensured children were able to explore the possibilities of using the vegetables, categorise and order them, talk about favourites to each other, before working with staff to prepare the soup to eat. The development of independent playing and decision making were observed throughout the nursery at different levels, with children curious about the world around them, exploring the varied resources and helping each other.

Children make excellent progress on an individual level against targeted early learning goals. The nursery has worked hard to develop language and literacy. Children were observed mark-making a register in order to replicate what the staff do. Through the local authority the nursery has access to speech and language therapy to support those with issues around communication. The development of numeracy and number skills is particularly strong. An issue highlighted at the last inspection was the need for a separate table for enjoying the rolling snack time. The nursery now provides this, with stickers of the different healthy foods chosen by each child available for them to put on their wall sheet, thus developing ordering and counting abilities. In another small group children were counting and ordering small boxes containing dead insects. When they had finished another group came along and worked on them according to size and shape, following appropriate interventions by skilled staff. Children enjoy their time in the nursery, act safely at all times and achieve the early learning goals. They make sensible choices around the food and drink available, have fun in the physical activities and learn to calm down quickly for quiet activities like story time. They make an excellent positive contribution to each other and the setting, forming good friendships and learning to get along with everyone. When two children failed to share a particular toy, they were able to resolve the conflict themselves by choosing to play with toys that could be shared. They are developing skills for use in later life, particularly communication, socialisation and problem solving, though the impact of activities does need more evaluation, so that staff can evaluate their effectiveness in developing skills for later life. Levels of care and standards of hygiene are exemplary. All aspects of children's progress are recorded

systematically and lead to further planning to address individual needs, interests and levels of capability.

## 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	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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