



Brooklands Childcare Ltd.

Inspection report for early years provision

Unique Reference Number	EY295945
Inspection date	22 March 2006
Inspector	Victoria Gail Halliwell
Setting Address	Montrey Crescent, Garswood, Wigan, Lancashire, WN4 0TT
Telephone number	01942 760077
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Registered person	Brooklands Childcare Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Brooklands Childcare at Garswood, St. Helens, is one of five nurseries run by Brooklands Childcare Ltd. The setting originally opened in 1996 and was subsequently registered as Brooklands Childcare Ltd. in 2004. The nursery operates from five suitably converted rooms in a former primary school. A maximum of 94 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 until 18.00 throughout the year. All children have access to a secure

outdoor play-area.

There are currently 95 children aged from birth to 8 years old on-roll. This includes 33 funded 3-year-olds and 20 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a small number of children with special needs. It does not currently support any children who speak English as an additional language.

The nursery employs 26 staff. Twenty of the staff, including the manager hold appropriate early years qualifications. The setting receives support from St. Helens Surestart.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is satisfactorily promoted by staff who adopt appropriate hygiene practices in relation to food handling and nappy changing. For example, wearing gloves whilst changing nappies and ensuring that mats are cleaned between each child. Good practices are in place to ensure that children who become unwell are well cared for until collected by parents. Exclusion policies are well implemented to help to prevent the spread of infection. However, systems for ensuring the cleanliness of the premises are not always effective; soft furnishings, carpets and rugs are particularly in need of attention.

Staff use the Birth to three matters guidance satisfactorily to promote the aspects of a healthy child. They focus on key aspects of a child's day, for example, bottle feeding and sleep times. When through natural interactions, babies develop close relationships which enable them to 'snuggle in' to a familiar carer for comfort. There are good systems in place to establish individual children's needs and routines.

Children are well nourished. In consultation with parents, individual dietary needs are met. Staff provide a varied range of freshly prepared meals which are blended and served according to babies' stages of development. Children enjoy healthy snacks, for example, a selection of fresh fruits and breadsticks, which are offered at regular intervals throughout the day. Pre-school children are learning to identify their own needs and confidently select their own snacks when they feel ready during the morning session. Drinks are routinely offered to babies to ensure that they do not become thirsty. Over twos are encouraged to help themselves, pouring their own water or cordial from a jug.

All children have regular opportunities to go out in the fresh air and sunlight, which contributes to a healthy lifestyle. Non-mobile babies enjoy regular walks around the nursery grounds or into the local community. Mobile under threes have daily access to the outdoor play-area. Planned activities and the provision of a range of outdoor toys encourage them to acquire new physical skills and gain greater control of their bodies; as they learn to climb, balance and manoeuvre small toys. Pre-school

children have excellent access to the outdoor environment. A well resourced area is continually available and enables the children to undertake a wide range of interesting activities, such as large scale junk modelling and collage, or 'pavement' chalk drawings outdoors.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and their families are individually welcomed into a spacious and informative reception area. They have a strong sense of belonging and move confidently around the setting to their respective rooms. Children's photographs, artwork and posters help to create a child-centred environment, which detracts from the tired and worn appearance of some areas within the building. Children move independently around their own rooms which are all well equipped according to children's ages and stage of development. For example, domestic style seating in the 'tiddler' room promotes the physical skills of older babies and as they pull themselves along. Children of all ages make meaningful choices about how they spend their time, selecting their own play materials from easily accessible low-level storage units.

Children play safely under the direct supervision of the staff. Good systems are in place to ensure that satisfactory staffing levels are maintained and staff are effectively deployed to keep the children safe. Detailed documents are in place to promote the children's safety through routine risk assessments and working practices. However, these are not rigorously implemented and as a result, some potential hazards, such as the damaged cover to the hot water pipes, have not been identified.

Children's welfare is safeguarded by staff, who have a clear understanding of their role and responsibility to implement the setting's child protection policy. A rolling programme of training and good internal practices ensure that staff can identify possible causes for concern, record them and seek immediate advice from a member of the management team, or the designated child protection officer. The setting's child protection policy is shared with parents. This clearly informs them of the nursery's duty to report any suspicions that they may have, in order to protect children from possible harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children throughout the nursery receive warm and affectionate care, and benefit from secure attachments with key staff. Good systems are in place to ensure that staff are knowledgeable about individual needs. As a result, young babies follow the routines that they have established at home. For example, some children are rocked to sleep whilst others are settled in cots. Bottle-feeds and meals are given throughout the day as and when required. Staff effectively adapt the nursery routine in response to individual needs enabling a small group of 'tiddlers', who were not ready to sleep, to engage in quiet activities and rest later in the day.

Most staff know individual children very well; they are aware of their progress and are able to identify the next steps in children's learning. Staff are developing an increasing awareness of the Birth to three matters framework. With the support of senior staff they implement an interesting range of planned activities which help children make progress. Children over 1-year-old have very good opportunities to experiment and explore using their senses as they shape, mould and investigate a wide range of textures, such as pasta, silk, clay or jelly. Babies under 1-year-old have fewer opportunities to develop their senses in this way. Children's independent learning is promoted by a stimulating physical environment. Good attention is paid to the range of play materials which are continually available and encourage children to learn new skills. For example, selecting the right number of cups and plates in a role play situation, or becoming absorbed in water play and discovering which container will hold the most water.

Nursery Education.

The quality of teaching and learning is good. Key staff have a secure knowledge of the Foundation Stage curriculum and plan an interesting range of first hand experiences. Planning is sound, identifying children's intended learning and how this may be developed for more able children or enhanced at a later stage to consolidate what children have learnt. Clear guidance for less experienced staff ensures that they are clear about the purpose of the activity and how they can help children to make progress. For example, suggested questions and key vocabulary. Children's progress is very well monitored; staff routinely record details of children's achievements or areas where children need support. Termly progress reports are particularly informative and show clear evidence of a child's progress from one term to the next.

Staff have created an interesting and stimulating learning environment, both indoors and outdoors. As a result, children are highly motivated and have a strong sense of belonging. They operate with increasing independence making meaningful choices about the activities that they engage in and the resources they use. For example, one child spontaneously decides to build a monster with cardboard boxes; he considers what else he may need and goes in search of sticky-tape to hold his monster together. Many children have formed secure friendships with their peers, they are eager to help one another and show concern if someone is feeling unwell.

Children are interested in books and routinely incorporate the book-area into other areas of play. For example, three children push their dolls to the library where they sit and retell stories from the pictures whilst following the written word with their fingers. A self-registration system is in operation; as a result, most children are able to recognise their name and many can form recognisable letters. Children routinely count and use number as they play, comparing who has the most and what one more makes. Staff plan exciting experiences which bring role play situations to life. For example, children enjoy a trip out to buy flowers after using money to buy flowers during role play.

Children move freely and confidently, they enjoy regular dance sessions which encourage them to explore new ways of moving, such as moving like an animal or responding to cultural music. They use available resources well and under the supervision of staff create their own obstacle courses. Outdoor apparatus is routinely

available however this lacks challenge and adventure for more able children who are unable to further develop their climbing and balancing skills.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children are valued as individuals, important experiences are acknowledged and celebrated within the nursery, such as the arrival of a sibling or a child's birthday. Children are encouraged to appreciate diversity. Positive images of culture, gender and disability are prominently displayed throughout the setting to promote a feeling of acceptance and inclusion. Children have many opportunities to enjoy fun and interesting activities, such as Chinese dancing, food tasting and creative activities which give them an insight into the lifestyles and beliefs of others. Children with additional needs are very well supported. Key staff work effectively with parents and external agencies to devise and implement individual learning plans which enable children to make progress.

Children are very well-behaved. Pre-school children have a strong sense of right and wrong and have high expectations of their peers. More able children confidently explain accepted codes of behaviour if younger children are reluctant to share or wait their turn. Children's good behaviour and achievements are recognised by staff. They routinely give praise and thank children for their help or use of good manners. Special achievements are rewarded with stickers or certificates. Details of children's achievements and good behaviour are shared with parents, to further promote children's confidence and self-esteem.

Partnership with parents is good. Parents are warmly welcomed and mutually respectful relationships are evident. Parents speak freely and confidently to staff as they drop off and collect their child. Parents of younger children receive a written record detailing their child's meals, feeds and sleeps. Parents of pre-school children receive a termly report on their child's progress, but are not encouraged to contribute formally to the record. A detailed prospectus containing policies and procedures provides parents with essential information about the provision. To further increase parent's awareness of individual policies, a policy of the week has been introduced. The policy is prominently displayed on the parents' notice-board, alongside details of the setting's current plans to improve their service.

Organisation

The organisation is satisfactory.

The general management of the provision is satisfactory. The current management structure is well established and has some good support systems in place. All senior management are committed to continually increasing their knowledge in early years' issues. Attention to staff training and qualifications is good and effective systems are in place to identify staff training needs. Recruitment procedures are strong and include clear measures to check the identity and suitability of potential staff. Detailed

working documents form a lengthy induction process to ensure that staff are able to undertake their duties competently.

Staff deployment is satisfactory and systems are in place to promote the key-worker system. There are appropriate systems in place to ensure that the minimum required staffing ratios are maintained throughout the day. Arrangements during sleep times are not always well organised, and as a result, some children who do not wish to sleep have limited play space available to them.

The quality of the leadership and management of the nursery education is good. A designated curriculum manager is in place to advise and support staff as they implement the plans for children's learning. Routine monitoring through discussion and observations ensures that plans are well implemented and children are making good progress.

An extensive range of documentation, policies and procedures are implemented to promote children's welfare and development. Information regarding the nursery's operation is well organised, known by staff and accessible to parents.

Overall, the setting meets the needs of children who attend.

Improvements since the last inspection

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should

take account of the following recommendation(s):

- review and improve cleaning and maintenance schedules to ensure all areas of the nursery are clean and well maintained at all times
- improve the system for identifying potential hazards and ensure appropriate action is taken to minimise any hazards identified
- review sleeping arrangements for babies under 12 months to ensure their good health is promoted
- provide additional sensory experiences for babies under 12 months.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunities for more able children to use physically challenging apparatus
- provide opportunities for parents to contribute to their child's progress reports

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