



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 314584

DfES Number: 530421

INSPECTION DETAILS

Inspection Date 26/05/2004

Inspector Name Ingrid Pine

SETTING DETAILS

Day Care Type Full Day Care

Setting Name Brambley Cottage Day Nursery

Setting Address 157 Beverley Road
Hessle
East Riding of Yorkshire
HU13 9AS

REGISTERED PROVIDER DETAILS

Name Mr Andrew Nicolas Jarratt

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Brambley Cottage Nursery has been running since November 1998 and is privately owned. It operates from single storey brick premises in Hessle and serves the surrounding East Riding area. There is an outside area which is suitable for outdoor play.

The nursery cares for one hundred and thirty children of which thirty-seven three-year-olds and 10 four-year-olds are in receipt of nursery education funding. The setting offers support for children with special needs and those who speak English as a second language.

The nursery opens from Monday to Friday between 07:30 and 18:00 all year round, apart from Bank Holidays.

The nursery has eighteen full-time and part-time members of staff. The majority of staff hold a relevant childcare qualification.

The nursery is a member of the Pre-School Learning Alliance and receives support from the Local Authority.

How good is the Day Care?

Brambley Cottage Day Nursery provides good quality care for children. A detailed operational plan contains clear, concise policies and procedures understood and implemented by the staff. The staff are mostly well qualified and experienced and work co-operatively together as a team. They access regular training and share their knowledge with each other. Management are aware of staff training needs through regular monitoring and appraisals. Space is organised and used effectively. There are high quality resources which support children's learning.

There is a very high awareness of health, safety and security. The environment is warm and welcoming to children and parents. Children throughout the setting are happy and confident. They receive constant support and reassurance from staff.

Play materials are age appropriate and mostly meet the children's needs well. Activities are planned meticulously to give children new experiences, encouraging them to use what they know and to learn more. However these are mostly adult initiated and opportunities for child-led imaginary and creative play is limited. Staff have a thorough knowledge of child protection and special needs. There is good support for children with additional needs and those whose first language is not English.

Effective behaviour policies are in place and children are managed in an orderly manner but with sensitivity and care.

Relationships with parents are very good. There are excellent systems for informing parents of the children's routines, activities and developmental progress but parents need to be encouraged to contribute at regular intervals to these records in a formal way.

What has improved since the last inspection?

not applicable

What is being done well?

- Owners and managers work together to organise and plan a nursery where children feel at home.
- Staff work together consistently as a team. They know the children very well and create a caring environment where children feel confident and secure.
- Children's work is used effectively to create a bright and interesting environment and to show that their efforts are valued.
- Activities are planned and provided that encourage children to question and explore their own environment, such as learning about tadpoles and people who care for them.
- The setting is well laid out and resourced with good quality equipment. Children have access to regular outdoor activities.
- There is high regard for health, hygiene and safety issues with efficient systems for monitoring quality and suitability of equipment and resources.
- Staff have a positive and consistent approach in encouraging and valuing good behaviour and there are established rules and boundaries which are consistent throughout the nursery.
- The children are sociable and considerate towards one another, they take turns and share play equipment. Staff are seen to be good role models and treat each other and the children with respect.
- There are warm and trusting partnerships with parents and carers. An effective key worker system ensures that children are settled and parents kept well informed of their children's progress and of the care provided. There are regular newsletters and opportunities for parents to join in social activities

within the nursery.

What needs to be improved?

- the frequency of emergency evacuation practices
- the opportunities for child initiated, creative activities
- parental contributions to children's developmental records.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Develop opportunities to allow for child-initiated creative play.
6	Practice emergency evacuation routine on a more regular basis to ensure that all children and staff have knowledge and practical experience of procedures.
12	Develop a system which encourages parents to contribute to children's developmental records.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Brambley Cottage Day Nursery is a good nursery where children enjoy learning. They are making very good progress towards the Early Learning Goals in their mathematical and personal, social and emotional development. They are making generally good progress in all other areas of learning.

Teaching is generally good. Most staff understand how three and four-year-old children learn and have a reasonably sound knowledge of the foundation stage. They are committed to further training to develop their knowledge and practice. Planning is well co-ordinated but opportunities for children to use their own imagination and develop their own individual creativity need to be included on a daily basis. A range of continuous activities ensure children's interest is sustained and they are motivated to learn. Behaviour is managed very well with good use of positive praise and encouragement. Strong and trusting relationships are evident between the staff and children. The staff are interested in what the children say and do, they are happy and confident.

Leadership and management are generally good. Management is supportive and staff are included in day to day decisions regarding planning, resources and equipment. There is a shared commitment towards improvement of the children's care and education. There are regular appraisals to ensure that management is aware of staff's needs. Effective systems are in place to support children with special or additional needs.

Partnership with parents is good and they speak highly of the nursery. They are satisfied with the care and education given to their children. There is an open door policy and parents are included in nursery outings and social events. There are regular opportunities for parents to speak to staff about their children's daily activities and progress. Detailed records are shared with parents. However parents need to be encouraged to contribute towards these in a more systematic and focussed way.

What is being done well?

- Staff promote good behaviour and consideration for others. They give children clear and consistent boundaries and help them to understand the impact of unacceptable behaviour on others. Their calm and polite manner sets a good example for children.
- Staff are well qualified and committed to training to further develop their skills. Regular assessments ensure that needs are identified and appropriate courses accessed.
- Children are given opportunities to develop their mathematical and literacy skills and to learn about their local community and environment through well planned topics and activities.

- Partnership with parents is good and they speak well of the nursery. Parents have good access to their children's records. There is an open door policy and parents have the advantage of having a key worker to discuss any issues with.

What needs to be improved?

- opportunities for children to explore their own ideas and interests in depth, particularly in creative activities
- the use of resources and equipment to enable children to use and develop their balancing skills
- the system for encouraging parents to contribute what they know about their child's development to their assessment records.

What has improved since the last inspection?

Good progress has been made tackling the key issues identified in the previous inspection report. These required the nursery to improve the quality of the outside play and the records used to assess children's development. The nursery has purchased extra outdoor equipment which has resulted in children having access to a wider range of activities that develop their gross motor skills. The nursery now has a mentor who advises them on the procedure for assessing children's development and records have been greatly improved.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self-esteem are well fostered by staff who are caring and supportive and all three and four-year-olds settle eagerly into the routine. They relate well to each other in small and large groups. They learn to take care of their own personal needs by putting on their own coats and hats and washing hands. Children behave extremely well. They know the rules and listen attentively at circle time when other children are talking.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact confidently with adults and each other. They contribute in large groups such as circle time and on a more intimate basis with each other during play. They enjoy books and choose from a selection of fiction and non-fiction. All children recognise their first name and the more able are beginning to write these with well-formed letters. Encouraged by staff, the more able children enjoy copying print. However, opportunities for emergent writing in role play are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children demonstrate a good understanding of number and can count to 10, the more able well beyond. They can all recognise colours and shapes. Three and four-year-olds use positional language confidently. More able children can compare shape, number, quantity, size and solve mathematical problems, such as how many biscuits they need and through self-regulation in sand and water activities. They are also good at following and making up patterns, for example in a threading activity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about other cultures through planned topic work. They enjoy using non-fiction books and looking at relevant artefacts. They learn about their own surroundings through visitors from the emergency services and trips to local the farm. More able children are adept at using the computer and enjoy looking at and talking about natural objects such as stones and shells. There is limited opportunity for them to investigate, create and explore their own design and construction ideas.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

All children move in a variety of ways with skill and confidence and are able to negotiate space well. They enjoy music, songs and rhymes that involve body movements and dance. Co-ordination is well developed and they are able to climb and manoeuvre big sit and ride toys. Opportunities to practice balancing are limited. They are developing skills such as using scissors and tools in the clay, sand and water. They understand the importance of healthy food and are aware of how their bodies work.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Most children explore colour, shape and texture through looking at natural materials such as stones and shells. They enjoy making music with a good variety of musical instruments. Some children develop their own ideas using small world and painting for specific topics. Children do not consistently have opportunities to have fun, explore and express their own creative individuality in activities such as large art and design, collage, messy play, and mixing their own paints in daily activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure that children's individual creativity is encouraged by planning and offering fun, child-led activities which enable them to develop their own ideas and imagination, particularly in art, design and role play
- provide activities that enable children to use and develop their balancing skills
- devise a procedure which actively encourages parents to contribute what they know to their children's developmental assessment records.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.