



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY257355

DfES Number: 511180

INSPECTION DETAILS

Inspection Date	09/09/2004
Inspector Name	Esther Darling

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Brooklyn Day Nursery
Setting Address	Forest House, Derby Road Annesley Nottingham Nottinghamshire NG15 0AQ

REGISTERED PROVIDER DETAILS

Name	Mrs Susan Paula Townsend
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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

The nursery has been operating for 42 years, and registered since the Children Act in 1989. The premises comprise of a large detached house situated in woodland, plus a separate 3 to 5 unit. Children have access to a large enclosed outdoor play area, which is fenced off to cater for different age groups.

Within the main building there is a baby room for babies under 1, a toddler room for babies aged 1 to 2, and a room for children aged 2 to 3. In addition to this, staff and/or children use a nappy change room, a laundry room, 2 bathrooms, and the kitchen. Young babies have the use of a separate sleep room.

There are currently 63 children on roll, of whom 23 are 3 and 4 year olds, who receive the Early Years Education Grant funding. Of the 11 staff who work with the children, 7 hold a recognised child care qualification. In addition to the child care staff are a cook and cleaners. The staff receive support and advice from a specialist early years teacher from the EYDCP.

How good is the Day Care?

Brooklyn Day Nursery provides satisfactory care for children.

The staff are well organised throughout the main part of the day, due to the good understanding that they have of their roles, and a consistent approach to their work. The environment is homely and very welcoming, and children have a large amount of outdoor space to play in every day. Children clearly enjoy playing with the good range of toys and equipment, some of which is made accessible to them, to enable choices, and the majority is in good condition.

The staff ensure that children are safe, and supervise them well, although access to the building, at certain times, is not effectively managed. The procedures for vetting staff and procedures for protecting children are thorough. Most staff are active in promoting good health and hygiene, so that children learn about the effect of this on their good health, through discussion and the daily routine. The majority of records

are accurate, excluding the medication records which in some cases, do not meet requirements.

Mealtimes are held in individual group rooms, and children enjoy this part of the day. Drinks are not always readily available to the older children. The activities are planned to meet all areas of children's learning and development, especially for the pre-school age-group. The staff have a range of experience, and interact with the children in a way which promotes self esteem and an understanding of what is expected of them. All children are included, their differences acknowledged and valued.

The managers work very skilfully in partnership with parents, through various mediums including written information, and daily verbal exchanges . Children are learning about good behaviour through the staff's realistic expectations and consistent management of them.

What has improved since the last inspection?

Since the last inspection, the owner of the nursery has implemented various policies and procedures to further develop the safe and efficient management of the provision. There are now contingency plans for staff absences, more effective vetting procedures for new staff, and procedures for outings and if a child becomes lost. A risk assessment has also been conducted for the outdoor play area. The implementation of the above has served to give further reassurance to parents, and promote the care and welfare of the children.

What is being done well?

- Throughout the day, children of all ages have experience of a variety of activities which support all areas of learning, and in particular creative development for the two to three year olds.
- Partnership with parents is fostered well by the introduction to each group room, whereby they learn about the staff, routine and activities through a booklet. This system encourages parents to share what they know about their children's individual needs, and tracks their progress through the nursery.
- Adults working with and looking after children understand the child protection procedures, and how to put them into place. There is a strong sense of personal responsibility within the staff, who act professionally and in the best interests of the children.

What needs to be improved?

- the effectiveness of the monitoring of the security of the setting, with regard to the main entrance and the gate to the courtyard
- the records of medication administered to children, regarding gaining written parental consent

- the frequency of drinking water being made available to the children in the pre-school group.

Outcome of the inspection

Satisfactory

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
6	Take positive steps to promote the security of the setting, by monitoring access to the provision more vigilantly to keep children and staff safe.
7	Ensure that written parental consent is gained prior to the administration all types of medication

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

How effective is the nursery education?

Brooklyn Day Nursery provides good quality educational provision, where children are making generally good progress towards the early learning goals. Competent teaching and the supportive environment leads to children making very good progress in their personal, social and emotional development, and in their knowledge and understanding of the world.

The quality of teaching is generally good overall, with some very good, and some satisfactory aspects. Key teaching staff have a good understanding of the foundation stage curriculum, and as a team, plan a worthwhile range of activities. The flexible routine of the day offers a good balance of free choice and teacher led activities, however time and resources are not yet managed to full effectiveness. This leads to children being less purposefully occupied at certain times of the day, and impacts on their behaviour. Staff manage behaviour effectively when they have the children's attention, but use limited methods to catch and sustain this. Staff observe and record children's development, in an effective and thorough manner, which clearly shows their progress along the stepping stones to the early learning goals. Staff talk to children in order to help them make progress in their learning.

The leadership and management is generally good. The manager and deputy have a clear vision, which is positive and consistent. The setting's ability to assess its own strengths and weaknesses independently is limited, but is counteracted by seeking advice from relevant professionals, which is taken on board and acted upon.

Partnership with parents and carers is very good. Excellent information is provided about the educational provision. Children's progress is discussed regularly and a written report provided. Parents are encouraged to be involved in their child's learning, for example, through home nursery links, such as the diary kept on the 'caring for Brooklyn the dog' scheme.

What is being done well?

- Children are interested, excited and motivated to learn. They are forming good relationships with other children and key adults, and are sensitive to the needs and feelings of people familiar to them. They are developing a sense of what is right and wrong, and why.
- Children have numerous opportunities to find out about and identify the features of living things. They are involved in growing various plants and observe the changes that happen throughout the seasons, in their immediate environment.
- Children move spontaneously and with pleasure and confidence. They negotiate space successfully when playing games outside with other children.

- Excellent information on the foundation stage of the national curriculum is provided for parents. They are well informed about their children's achievements and progress.

What needs to be improved?

- the management of children and time, which does not allow children to be purposefully occupied at certain times of the day, such as whilst waiting for others
- the planning of child-led activities, and the provision of equipment to enhance children's independence whilst being creative and selecting their own resources.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The staff have introduced some effective measures to improve planning, teaching and partnership with parents that were raised as key issues in the previous inspection report.

Planning now includes a more purposeful objective for a range of activities, ensuring that children move effectively towards the full range of early learning goals. The staff now plan more effectively for children's letter recognition and formation, and have introduced name cards, letter of the week, and made the environment rich in print. Addition and subtraction is covered in more practical and everyday situations that children can relate to and enjoy. The managers and staff have devised ways in which parents can share what they know about their child, and be involved in their learning. There are now different methods of sharing information, such as feedback forms, termly assessments and reports which are sent home, and a display on learning intentions. Staff have also attended training to enhance parents' understanding of the foundation stage of the national curriculum.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are built by staff who know them well and are sensitive to their needs. Most are confident to try new activities, and show trust and affection towards familiar staff. Children behave very well, and staff have high expectations of them. Children have a strong sense of right and wrong, reminding each other of this at key times of the day such as whilst tidying up. They play productively and some have formed small friendship groups.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk freely with each other and adults. They enjoy joining in with familiar nursery rhymes and listening to and participating in story telling. Staff are now providing opportunities for children to view text and letters around the room, captions and labels during role play. Children are only just beginning to make the marks of emergent writing, and very few do this spontaneously during their play. However children are handling equipment to enhance the skills needed for this.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to say and use number names in familiar contexts, and count up to ten, with the older children recognising the numerals up to ten. Many children have a developing knowledge of space and measure, however they are not yet frequently using mathematical language spontaneously in their play. They learn about colour through displays and exciting colour themed days, and have a grasp of basic problem solving in addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Exciting planned activities encourage children to be keen investigators. They regularly find out about and identify the features of living things. Children engage in growing various plants and observe the changes that happen throughout the seasons. They talk about their own lives and learn about the lives of others in their local community through effective topic work, and have a very good sense of time and place. Children operate simple programmes on the computer to support their learning.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and imaginatively. They develop large motor skills in many ways, such as constructing with large materials. Less able children have limited experience of climbing equipment to specifically suit their needs. All regularly use resources to develop fine hand control, such as scissors and pencils. Children have an increasing awareness of their own needs, and some understand the effect of the practices which link to good health, such as exercise, hygiene and certain foods.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enthusiastically take part in designing and making objects such as vehicles, during adult-led activities. However, the option for children to express and communicate their own ideas, through access to a larger range of resources, is minimal. Some children join in with singing with many following the actions, and make their own range of instruments to celebrate various festivals. Children draw on their own life experiences, and thoroughly enjoy playing animatedly in the role play areas.

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

- Improve the management of time, so that children will be more purposefully occupied at all times of the day. This should be incorporated into the planning of the daily routine, so that children are encouraged to think for themselves to avoid inactivity.
- Plan more child led activities, where children can select from a wider range of resources to promote creativity, and initiate their own ideas; they should be able to do this by selecting the tools and techniques they need to shape, assemble and join the materials they are using.

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.