

# Brambly Hedge Private Day Nursery

Inspection report for early years provision

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**Unique reference number** 322070  
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**Inspector** Jane O'Callaghan

**Setting address** Three Lane Ends Business Centre, Methley Road,  
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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*.

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## **Description of the setting**

Brambly Hedge Private Day Nursery opened in 1995. It operates from five rooms in a single storey building, situated on the outskirts of Castleford. All children have access to secure outdoor play areas. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 128 children may attend the nursery at any one time and there are currently 166 children aged from birth to under 5 years on roll. The nursery is registered with the local authority to provide funded nursery education for those children of eligible age. The setting welcomes children with learning difficulties and disabilities and those for who English is an additional language.

The nursery employs 35 members of staff, 29 of which, including the manager, hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are well cared for in a safe, clean and caring environment, where they make good progress in their learning through exciting play opportunities. Children take part in a good range of activities which are planned according to their individual interests and needs. Good leadership and management help build effective team working and all staff contributes to the ongoing development of the service through effective self-evaluation. Policies and procedures are well thought through, information is up-to-date and staff implement them effectively to maintain good standards. Detailed risk assessments are in place to reduce hazards and maintain children's well-being within the setting and outdoor play area.

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

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

- ensure the individual needs of children are met, by enabling them to have privacy at toileting times
- organise routines to allow children to develop their independence at meal times, for example, by pouring their own drinks or serving their own food.

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

Children are safeguarded as good recruitment procedures are in place and all adults having access to children are suitable to do so. Staff members have a sound understanding of safeguarding issues, and are aware of the Local Safeguarding Children Board guidance and procedures. All of the staff have attended recent

training in safeguarding and the management ensure that this is on going. Appropriate records, policies and procedures for the safe management of the nursery are in place. All areas and equipment are safe and suitable for young children. There are good risk assessments in place and these are recorded and dated by staff, including the outside area, the inside and any outings that children go on. All rooms have daily risk assessment forms displayed and these are carried out by staff prior to the children arriving.

Staff are supported by the manager and deputy to develop their skills and knowledge. As a result, they have access to a good range of relevant training including first aid and safeguarding. Staff are given an induction procedure, regular appraisals and staff meetings to attend. The approach to monitor the effectiveness of the nursery is through staff meetings. Staff are clearly identifying the setting's plans for future development. The management and staff team are enthusiastic and committed to continuous improvement; they have encouraged parents and children to contribute to the self-evaluation process.

Effective staff deployment means that all children are well supervised and supported. There is a good range of toys and resources available throughout the nursery, which are well organised to allow children to make spontaneous choices and extend their own play and learning. This includes a variety of resources that reflect images of diversity, so that children start to develop a positive self-image and awareness of the wider world. Children who have special educational needs and/or disabilities and those who speak English as an additional language are well supported throughout the nursery.

Staff promote positive and supportive relationships with parents and carers. Information is shared around the playrooms about the Early Years Foundation Stage, and there are daily opportunities for sharing information verbally in order to meet individual needs. Such discussions are supported by daily sheets that record food intake, nappy changes, sleep patterns and achievements for the younger children. Parents are welcomed into the nursery to share their skills and knowledge, in order to support children's learning. They are also encouraged to be involved in the assessment of their child's progress. Staff have effective systems for sharing information with other settings that children attend to support their welfare and development. In particular, transition arrangements for children moving into school are effective, with reception teachers visiting the nursery.

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

Across all age groups, babies and children are happy and enjoy accessing the child-centred environment; there is good emphasis on child-led activities with colourful age-appropriate toys, resources and play areas attractively laid out for them. Children are able to make good choices in their play, promoting all areas of learning, and explore and learn independently according to their individual needs. However, more able children are not currently offered opportunities to become independent at snack and mealtimes, for example, serving themselves with food. Staff are on hand to support and encourage learning during play; they interact well

with children, building on what they know and can do. All children are well motivated and demonstrate they are making good progress towards the early learning goals. For example, babies vocalise happily, exploring the shiny paper with the staff and their friends and crawling around the floor enjoying the sounds and noises they make when playing with activity centres. Staff make regular and thorough observations of children's achievements and use these to plan activities. All children's next steps are clearly identified and each child has activities planned for them around their individual interests and learning styles. Staff talk to parents about their children's current stage of development during initial settling-in visits. Information about their children's starting points are recorded to ensure a sound basis for future development and learning.

Children of all ages enjoy developing their creativity and are provided with good daily opportunities through free painting, planned craft activities, play dough and joining in with singing and action rhymes. Staff ensure that children learn about recycling through the watching of a programme on television explaining how paper is made and then recycled. Communication, language and literacy are fostered throughout the nursery. Each age group has free access to a good range of books in a quiet comfortable area, which encourages children to look at and enjoy them. Children's vocabulary is developing well; staff engage children in conversations and listen to children and respond appropriately, encouraging them to think for themselves. For example, children get excited as they are asked questions about the fireworks they are painting. Children are interested and enthusiastic to learn. Their knowledge of the world around them is effectively promoted through a sound range of resources, celebrating festivals and engaging in discussions. Staff encourage the children to care for the empathy doll and they take it on holiday and have photographs to show their friends and staff. All children have opportunities to learn about information and communication technology. More able children have opportunities to develop their skills on the computer as they confidently use the keyboard and mouse. Younger children play happily in the home corner offering adults cups of tea and press the buttons on the till to give them a ticket to pay.

Children are provided with regular access to the outdoor play areas throughout the day. They enjoy this area and the good range of available resources as they climb and balance on the larger equipment. Younger children excitedly run around trying to see if the kites they have made will fly with lots of encouragement from staff. Children learn about the local community through a variety of people coming into the setting to talk to them. Physical activity is part of the setting's policy to promote a healthy lifestyle with children. They are provided with healthy snacks and meals and learn positive routines of hygiene through free access to hand washing and toilet facilities. However, toilet cubicles do not currently have doors on them, which restricts children's personal privacy. The nursery environment is maintained to a good standard of cleanliness, which further promotes children's good health. Children's behaviour is good and staff act as positive role models, offering consistent praise and support, which raises children's self-esteem. More able children are aware of the boundaries of the setting and use good manners as they speak to each other and the staff. Younger children are appropriately nurtured and praised for their achievements, which promotes their sense of well-being. Staff make sure safety precautions are in place so that the children can move freely, explore and investigate within the setting. Children learn about safety

through the regular practicing of fire drills, themes on road safety and visitors from the emergency services. This ensures that children are cared for in a safe and caring environment.

## 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	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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