

# Brooklands Childcare

Inspection report for early years provision

---

**Unique reference number** EY295923  
**Inspection date** 26/10/2010  
**Inspector** ISP Inspection

**Setting address** 14 First Avenue, Hindley, Wigan, Lancashire, WN2 3EB

**Telephone number** 01942 760055

**Email**

**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Brooklands Day Nursery opened in 1991. The setting is privately owned and operates from a purpose built building in the Hindley area of Wigan. Children are cared for within three age appropriate areas. There is a fully enclosed area for outside play available.

A maximum of 89 children in the early years age group may attend the setting. There are currently 147 children who are within the Early Years Foundation Stage. Of these, 63 children receive funding for the early years provision. This provision is registered by Ofsted on the early years register and also the Compulsory and Voluntary Parts of the Childcare Register.

The setting currently supports two children with special needs and disabilities and two children who speak English as an additional language. The provision is based on the ground floor and a room on the first floor.

The group opens five days a week all year around. Sessions are from 7.30am to 6.00pm. Children are able to attend for a variety of sessions.

The setting employs 15 members of staff including two managers. Of these all hold appropriate early years qualifications to Level 3. One member of staff holds an Early Years Professional Status Qualification. The setting receives support from the local authority.

The setting receives support from Wigan Surestart.

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

Overall the quality of the provision is good.

Children's make good progress in their learning and development as their key workers effectively plan programmes to meet their individual needs. The effective key worker system provides each child with consistent and individual care from a trusted known adult. The learning environment provided the children with the opportunity to learn and develop. The staff build good relationships with parents and involve them in their children's learning. Staff work effectively in partnership with other agencies, such as, the local schools and Sure Start, to meet the individual needs of children. Children, parents, staff and management are all involved in assessing and contributing to the nursery's ongoing progress and improvement.

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

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

- enable children to develop further their independence at meal times
- ensure that there is suitable secure storage for confidential information
- improve the assessment records by matching observations to the expectations of the early learning goals and use observation and assessment to identify learning priorities.

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

Children are safeguarded through good employment practices, such as vetting all staff and providing training in safeguarding, along side comprehensive policy and procedure. They have a named member of staff who receives specific training and cascades information to all staff. Each room has a copy of the safeguarding policy with phone numbers and are aware of their responsibility to protect children and know the procedure to follow if they have concerns about a child. All staff have Criminal Record Bureau checks and there is always a member of staff on the premises with a valid first aid certificate.

The manager is working with staff to provide a shared vision of what they wish to achieve in the nursery. The setting are committed to improve the quality and standard of the care and learning the children receive and ensure staff have regular training in house and from the local authority. All but one member of staff holds Level 3 or 4 National Vocational Qualification. However, not all staff have a clear understanding of the Early Years Foundation Stage assessment. The nursery involves parents and children in providing feedback. This was evidenced when the children were involved in the consultation for the development of the outside play area. Parent's views were also valued when a parent expressed concerns that bars of soap were not being used properly by the children and therefore a soap dispenser was provided. Generally parents state they are very happy with the care provided and the progress their children are making.

The nursery values parents as children's primary carers and staff work with parents to provide a consistent level of care for the children. Parents have opportunities to view policies and procedures and are involved in their child's induction. There is an open door policy and parents are encouraged to come into the nursery and discuss issues and have access to their own child's assessment file. The setting provides good information to parents about planned activities and themes and they invite parents in to share expertise with the children. Activity and song sheets are available to parents as they enter the nursery so they can continue with the children's learning at home. Good quality partnerships are developed with other agencies including the local schools and community groups. Children learn about the wider environment as people visit the nursery. They are taught to be aware of other people's feelings and differences. The group has a positive attitude to diversity and promote good inclusion practice. Staff support children with special educational needs and disabilities and children who have English as an additional language. Their positive approach is reflected in the resources and activities.

Staff are vigilant to keep children safe and undertake daily risk assessments. Records are kept up-to-date and policy and procedures are regularly reviewed and followed. However, not all accident and medication forms are stored securely and this does not ensure confidentiality. The setting is clean and safe and there are lots of visual reminders for the children to keep safe and maintain good hygiene standards. They have regular fire drills and staff provide good supervision and regular reminders to keep safe. The rooms are well organised to support children and strong emphasis is placed on building children's confidence and independence for the future.

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

Children's confidence and independence are strongly built upon to prepare them for their future. The rooms are well organised to support the growth of these qualities. For example, all resources are at low level and accessible and many activities are planned to take place on the floor. Children independently help themselves to equipment and make choices about where they play. They access musical toys with switches and confidently switch them on and off. They happily sit together on the floor for story time and know the stories well and sing songs with actions. The children explore the water play and are given ice balloons. They are asked questions by staff for example,

What happens when you pour water over it?

How do your hands feel when you touch the ice?

Children excitedly touch a member of staff's face to show how cold their hands are. They are learning new concepts and words about ice and water being frozen. All areas of learning are independently accessible to children in all rooms enabling children to confidently plan their own learning, supported by well-informed staff and a carefully planned environment. Independence is promoted generally and pre-school children are able to help themselves to snacks of apple and bread sticks through a continuous provision. However, the children are not encouraged to serve themselves at lunch time or set the tables. This does not enable children to continue to develop and practise independence.

Children are generally effectively observed by staff to plan the child's next steps in learning. This enables staff to set challenges for children that they are interested in and are appropriate to further develop children's learning. A member of staff is timetabled each day to organise outside activities and appropriate clothing and Wellingtons are available for children and staff. Children and staff sweep the puddles off the covered area with sweeping brushes which continually refills. They learn about the benefits of staying safe, physical exercise, the growth cycles and seasons. They draw on the wet ground and one child discovers his chalk dissolves and crumbles and watches with great interest as the puddles change colour. Children have a choice of activities both indoors and outdoors.

Very good quality visual displays are available in all areas for children including their own art work and photographs of the children engaged in a variety of

activities. There are lots of photographs of the children's families displayed which provide children with familiarity and lots of opportunities for conversations about families and differences. The pre-school children have access to well organised good quality role play which include a large area of sand with a deck chair, beach ball and associated paraphernalia. There are reminders about being in the sun and wearing sun cream, and hats, and reminders to drink lots of water. This helps children learn about healthy life styles. Another area is set up as a hair dressers inspired by comments made about a child's new haircut. This area is also rich in resources and includes a reception desk complete with a phone, appointment diary and pencils for making appointments. The small world area covers the autumn season and is supported by a word board, photographs, pictures and figures of animals and story books. Staff support children with the building blocks they need to make full use of the role play area. Children are well behaved as they are valued and appreciated. They are listened too, respected and supported and gain good skills for the future as independent active learners.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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