

Brooklands Childcare

Inspection report for early years provision

Unique reference number EY295852
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Inspector Rosemary Killackey

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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*.

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.

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Description of the setting

Brooklands Childcare is one of four childcare facilities run by Brooklands Childcare Limited. It opened in 2003 and operates from a purpose-built two storey building in the Hindley area of Wigan. There are four playrooms on the ground floor, the two largest rooms are divided by low-level partitions to create smaller play areas. The first floor is used for training purposes and provides holiday care, staff room and kitchen. The nursery is open each weekday from 7.30am until 6.00pm throughout the year. All children share access to a secure outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 134 children may attend the nursery at any one time. There are currently 140 children under three year's on roll. The nursery employs 25 staff, nearly all have relevant childcare qualifications to at least Level 3 with other staff working towards this. One member of staff has achieved Early Years professional status. The manager has a Level 5 Diploma in management and is working towards a Foundation Degree in childcare and the assistant manager is working towards the Early Years professional Status Level 5. The setting receives support from Wigan Surestart.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a fully inclusive environment where children make good progress in their learning and development. Staff have good knowledge and understanding of each child's individual needs, routines and abilities, which enables them to effectively promote children's learning and welfare. Children are safe and secure and, enjoy a wide variety of activities which offer challenge and interest. They learn to respect and value each other's uniqueness through appropriate guidance. Effective steps are taken by the nursery to evaluate its provision on a regular basis, and close liaison with parents and other professionals is given high priority. This ensures children's welfare and learning, and the nursery's developmental plans for the future, are well targeted.

What steps need to be taken to improve provision further?

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

- continue to develop observation, planning and assessment to identify learning priorities matched to these
- extend the opportunity for older children to develop further their independence at meal times
- monitor children's intake of drinks during the day.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded. The staff have a secure understanding of their roles and responsibilities in child protection procedures. They know what to do if they have any concerns and the safeguarding policy is shared with parents. Robust measures are taken to ensure all staff undergo necessary vetting procedures. Good induction processes ensure all staff know and follow the many comprehensive policies and procedures. Children's safety and security is given high priority at the nursery. Premises and equipment are checked regularly and staff help children understand how to keep themselves safe through daily routines and gentle reminders, such as asking children not to climb on tables or encouraging them to go down the slide the correct way as they may fall and hurt themselves. These successfully promote children's sense of safety and security. The nursery is led and managed by an effective management team. They are good role models and support staff well in order to promote positive outcomes for children. Staff are knowledgeable about their roles and responsibilities, and regular room meetings and individual appraisals ensure good communication between the whole team. Staff are deployed effectively throughout the setting, enabling children to benefit from good levels of care and support. They interact warmly with children and have a secure understanding of their individual needs. Self-evaluation is ongoing and staff have completed the Ofsted self-evaluation form. This successfully highlights the settings many strengths and identifies areas for future development. Recommendations from the last inspection have been successfully acted upon and have improved children's all round care and development. Partnership with parents, carers and other professionals is successfully promoted and valued highly, so improving outcomes for children. Information about what children know and can do is recorded by parents during the settling in period and acts as an appropriate starting point for staff. They share information about children's activities on a daily basis so keeping parents well informed of what their child has been doing. Parents comment positively on the quality of care and learning and the way information about their children's progress is shared. The management team are always available to discuss concerns and are proactive in making appropriate changes in light of parents' views. Parents are welcome to visit at any time and are encouraged to contribute towards their child's 'learning journey' through the nursery. All children are welcomed and included in the warm and supportive environment. Photographic evidence is displayed of children engaged in their play and shows how activities link to the six areas of learning. This successfully brings children's learning experiences to life. They make the most of diversity and help children understand the society they live in.

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

Children are very happy and settled and enjoy their time at the nursery. They benefit from the positive learning opportunities they receive. They make good progress in their learning and development as staff are secure in their knowledge of the Early Years Foundation Stage. Effective use of the key person system

ensures that children's individual progress is purposefully monitored, and in general this ensures the next steps in their learning are identified and addressed. Planning is flexible and adapted to meet each child's particular needs. For example, when children love to play with a favourite toy, staff introduce the toy into various play activities, such as sand, water and the construction area. Children are grouped according to age and stage of development. They enjoy ample space to crawl, walk, climb, and run, both indoors and outside. They are provided with safe and suitable toys and play materials to promote their interests and enjoyment, such as large pieces of paper where children can make marks with a purpose using large chubby chinks. Natural materials are used very well as children experiment with different objects in treasure baskets, they feel the difference between rough and smooth, hard and soft. Children of all ages enjoy warm relationships with staff. They learn through play and appropriate support and guidance from staff. Numbers and letters are displayed in various ways around the rooms and incorporated into daily games and activities, such as singing 'five little men'. Children enjoy using sign language to say 'please and thank you' and many other words. Stories and rhymes are part of everyday activities and each group enjoys access to books and comfortable, cosy places to sit and read. A good understanding of the welfare requirements, along with effective routines and procedures, ensure children are well cared for, safe and healthy. Any sickness or injuries are managed well and parents are informed of any infectious conditions within the nursery. Children learn about healthy lifestyles through consistent daily routines which encourage good practice, such as washing hands after going to the bathroom and before meals. Older children enthusiastically tidy away toys in preparation for lunch so learning some self-help skills. However, they are not always involved in other activities such as helping to wipe tables or setting tables for lunch. They enjoy and benefit from a well-balanced menu of freshly prepared meals and snacks. Drinking water is readily available during the day and at set times, however, not all children actively access the water. All children have access to fresh air and exercise on a daily basis, using a variety of physical equipment. Children show that they feel safe and move around confidently and with ease in their surroundings. The learning environment is welcoming and attractive to the children, with colourful displays of their artwork and photographs throughout the nursery. Children are learning about their community and the wider world because the staff plan activities to help children to become aware of festivals, such as Eid, and key phrases are displayed in other languages, such as German. Children become aware of the needs of others by being given clear, straightforward explanations about why certain behaviour is not acceptable. As a result, children are very well behaved and receive lots of positive encouragement through verbal praise, clapping of hands and smiles for their achievements.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 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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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