

Brook Babes Nursery

Inspection report for early years provision

Unique reference number 320827
Inspection date 13/12/2010
Inspector Dawn Lumb

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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

Brook Babes Nursery is one of two nurseries owned by the provider. It opened in 1999 and operates from four rooms within a property in the village of Bramham near Wetherby. A maximum of 39 children may attend the nursery at any one time. The nursery opens five days a week all year round, with the exception of Christmas and Easter holidays. Sessions are from 7.30am until 6pm. All children share access to a secure enclosed outdoor play area.

There are currently 66 children from seven months to four years on roll. The nursery receives early education funding for three- and four-year-olds. Children attend for a variety of sessions. Children come from a wide catchment area.

The nursery employs 13 staff, one is qualified to a Level 6, and Early Years Professional Status; nine staff are qualified to Level 3 and three staff are working towards a Level 3 in Childcare and Education. The setting receives support from a teacher from the local authority. The nursery has completed the Leeds Quality Assurance scheme and achieved a Gold Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The owner, managers and staff provide an extremely warm, caring, safe and innovative learning environment. Effective monitoring of individual children and key persons skilful and supportive approach, enables staff to tailor learning experiences to suit the needs of each child. All children are included, and make extremely good progress as they explore and learn within a rich, varied and challenging, indoor and outdoor space. Excellent partnership with parents, outside agencies and well-established links with most other settings which children attend, ensure consistency in children's welfare and learning. Self-evaluation reflects rigorous monitoring that influences excellent outcomes and effectively supports sustained improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing a working partnership with parents and other providers to support the transition between the setting and school.

The effectiveness of leadership and management of the early years provision

The welfare of the children is paramount, and is extremely well promoted because staff are highly committed in implementing effective strategies and monitoring systems to safeguard children. Children's health, safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies, procedures and practice. For example, washloads, such as babies bedding are washed at 60 degrees to eliminate cross-contamination. The owner also uses the health and safety mentor service to keep up-to-date with current changes and legislation.

The owner is passionate about her provision which in turn enhances exceptionally high aspirations for high quality provision. The welfare of the children is promoted extremely well and staff are highly committed in implementing effective strategies to support all areas of development, learning and safety. The nursery strives to develop good links with other providers and services to promote integration of care and education, and links with most providers are very well-established.

Parents, staff and others are meaningfully involved in the self evaluation process and children's views are highly valued. They have identified and improved the outside play area; summative assessments; reviewed appraisals and pursue transition meetings to further develop, 'parents are partners' and to enhance reflective practice. Parents comment positively about the provision, staff and children's experiences. For example, they say, 'it's brilliant, they have amazing food, and give children lots of support' and 'it's a bright, lively, secure and homely environment and their children love going'. They express how amazed they are at what their children have learnt.

Children learn exceptionally well about health, hygiene and keeping safe. For example, they learn and talk about healthy eating and good hygiene practice, through simple explanations, posters and activities to remind children. Children learn the importance of physical exercise, for example as they play they talk about their heartbeat and breathing. Children plant and grow vegetables and fruit and talk about how good they are for themselves and the animals that they keep. For example, they dig up the carrots and feed them to the rabbits, and also have carrots themselves. The nursery has a designated cook, who follows the governments, 'eat well' advice and provides a well-thought out menu with a wide variety of interesting healthy foods, which the children thoroughly enjoy. Children always have access to drinking water. The owner values staff, supports them exceptionally well, and most staff have been with the nursery for many years, which increases their commitment to the children, parents and all areas of the nursery.

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

All children including babies are extremely happy, secure and they thoroughly enjoy their time at the nursery and develop excellent relationships with the adult carers. Young children develop skills for the future as they are motivated and encouraged by enthusiastic and committed staff. Many children display high levels of confidence and self-esteem, and work extremely well independently, use their own initiative and develop excellent skills in working alongside their peers.

All staff members have an excellent understanding of their individual child's needs, learning styles and interests, through rigorous monitoring, evaluation and training. They provide a rich and stimulating environment that is well planned and organised around the interests of the children, which involves a mix of adult-led and child-led activities.

Babies are beginning to develop very good skills in exploring their surroundings with great interest. For example, they use pots and pans and utensils, such as spoons to make sound and they giggle with excitement. Staff, skilfully support their interest, they encourage and repeat sound patterns and show that they are enjoying the activity too. Babies respond positively to adults and children, they make choices and explore and begin to learn that they are special and clever. For example, they play peek-a-boo with a dolls potty and share sensory play bags. The adults respond well to the baby's enthusiasm and giggles, and they begin to understand about behaviour boundaries as they look to adults for their responses, such as acceptability. Babies respond and communicate well with adults by vocalising and through gestures and actions. Babies know their routines and are content, they show signs that they feel safe and secure in their positive, strong attachment to adults.

Children develop an awareness of the world around them and their community. As they participate in visits and have visitors, such as people who help us. For example, the fire authority. They develop an extensive awareness of caring for animals, growing things and the life cycle of creatures, as they have rabbits, chickens and grow vegetables and fruit such as, carrots, strawberries, tomatoes and onions. The outside play area has been significantly enhanced to be stimulating and interesting; they have excellent outside opportunities to carry out simple experiments and to investigate. They learn how and why things work and this promotes simple problem-solving. They are physically challenged as they learn to use the bridge and different steps and surfaces. Young children are well supported as they are closely observed. They clamber onto the rocking horse, use their physical skills and body movement to rock it back and forth and make clicking noises with their tongue imitating the horse's hooves.

Staff listen to the children intensely and support their speech, communication and thirst for knowledge exceptionally well. Children learn letter and word recognition, in a variety of ways. For example, they help to sort Christmas cards, by letter and name recognition and know that print carries meaning as they work in an environment that is rich, with labels and words. The staff use perceptive

questioning and discussion when they talk with the children.

Children learn very well about number and problem solving, through planned and every day activities. For example, they readily count up to 10, when they play hide and seek. Children's imagination is developing well and is supported by good vocabulary. For example, children look up at the sky, point and say 'there's a rumbling aeroplane', they then point and say 'there's two' and 'say the streaks are like a railway line'. Some children talk about a rainbow and staff interject and show positive interest in the children's comments, as they help the children sing the rainbow song and talk about the colours.

Babies and children of all ages have lots of opportunities to use equipment and materials throughout the nursery to be creative and develop their fine motor skills. Children are allowed freedom and choice to participate or not. They received lots of praise and supportive attention and are developing positive manners and behaviour.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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