

# The Nursery School Brookland

Inspection report for early years provision

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**Unique reference number** 127052  
**Inspection date** 10/02/2011  
**Inspector** Jenny Kane

**Setting address** The Church Rooms, High Street, Brookland, Romney  
Marsh, Kent, TN29 9RQ

**Telephone number** 07940 329614

**Email**

**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**

Brookland Nursery School has been registered since 1987. It is a privately owned group, which operates from The Old Church Rooms in the rural village of Brookland. There is access to secure enclosed outdoor playareas. The nursery is open Monday to Friday from 9am to 3pm during term time. It serves the local and surrounding area. Links with the local school have been established.

The nursery is registered on the Early Years Register and a maximum of 26 children may attend at any one time. There are currently 30 children within the early years age group on roll, some in part-time places. The nursery provides funded early education for children aged two to four year olds. The nursery supports children with special educational needs and/or disabilities.

There are four members of staff and two volunteers working with the children. All staff hold appropriate early years qualifications to at least level 3. They receive support from the local authority early years advisor.

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

Overall the quality of the provision is good.

The manager and her staff have a good knowledge of the Early Years Foundation Stage. They demonstrate a good commitment to inclusion and know individual children and their backgrounds very well. As a result, children are making good progress in their learning and development. Partnerships with parents and other providers are a main strength of the nursery. Self-evaluation is used effectively to identify the group's strengths and areas for continuous improvement.

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

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

- develop the recording of the observational assessments to clearly identify the next steps in children's learning
- consider how children can be more independent at snack time.

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

Staff pay good attention to the safety and welfare of the children. There is a comprehensive safeguarding policy in place and this is shared with parents so they understand the nursery's role and responsibilities. The manager takes the lead for child protection; all staff have attended training and are fully aware of the procedures. All adults are suitable to work with the children; staff hold relevant

childcare qualifications and first aid certificates. All areas are safe. The premises are secure and procedures for parents to inform staff if their child is to be collected by another adult work well in practice. Written daily risk assessments are in place that cover indoors, the garden areas, outings and equipment.

The space is very well organised. Children freely choose what they do and the use of resource cards enables them to be fully involved in decision making regarding activities. The wide range of high quality resources are attractively displayed and help to provide a stimulating environment, which is very conducive to children's learning. Children are encouraged to recycle; they save scraps of food and vegetables for the neighbour's chickens and the peacock that roams around the village. The staff are working with the children to make the nursery as sustainable as possible.

The manager is very committed to working in partnership with other providers. Excellent liaison with nearby schools helps children prepare for the transition to school. The manager has been proactive in establishing these very effective links, which have led to regular meetings and visits taking place. The nursery has outstanding partnerships with parents and carers. Parents are very involved in the group, often sharing skills and knowledge; for example, one is a farmer and brings along various animals for the children to look at; another is a police officer; and others share cooking skills and cultural festivals. The written information provided for parents is of good quality. Policies and procedures are regularly updated and shared with parents when they start. The prospectus for parents is clear and includes information about the Early Years Foundation Stage and the areas of learning. The views and opinions of parents are actively sought and acted upon. This is achieved through newsletters, questionnaires, notice boards and a manager who is readily available each day and out of hours. Parents are very happy with the service and make many positive comments; for example, that their children really enjoy coming to the nursery, the friendliness of the staff, the good verbal communication each day and that they can speak to staff about any issues.

Staff demonstrate a good commitment to team working, self-development and attending training to update their skills and knowledge. The manager and her staff have worked together for several years and this makes for stability and continuity. The manager is confident about her aims and how she will achieve these. There are development plans in place identifying areas for improvement and as a team they are able to identify strengths and weaknesses of the setting. All the previous recommendations have been fully addressed and extended and as a result the outcomes for children have improved significantly.

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

Children are making good progress towards the early learning goals in relation to their starting points, capabilities and interests. When children first start parents share information about what they feel children can do and this helps staff establish their starting points. This information is used to complete the 'all about

me' section of their learning journal.

All staff are involved in planning, taking into account children's ideas and suggestions. Observation and evaluation forms the basis of the planning and helps staff to provide a balance of activities that are interesting and fun. They make notes about the children during play. These observational assessments are transferred into children's individual development folders, which along with other books hold useful information and photographs. However, some of the assessments do not clearly identify children's next steps. The key person system works well. Staff are caring and join in enthusiastically with children's play and this enhances their learning.

During play staff encourage children to consider their own and other children's safety. They partake in regular fire drills, ensuring they know the procedure for getting out of the building in an emergency. Staff encourage children to understand about danger and safety when they go out of the nursery; for example, crossing roads safely when walking to the mobile library or to visit the school. Children help to look after their environment by clearing up toys when they have finished playing with them. Children are happy and fully engaged in their play. They are aware of other children and share and cooperate well. As a result children's behaviour is good.

Children are confident and clear communicators. They use the book area a lot and there is a good selection of books. Signs, posters and labelled resources and play areas encourage children's understanding of the written word. Children enjoy singing and action songs joining in enthusiastically with 'Old McDonald' and 'Head, Shoulders, Knees and Toes'. Children are competent with the computer and use it in small groups or individually. They have many opportunities to use counting and mathematics during play; for example, they sort and grade the bears, talking together about colour and size. One child puts the bears in a circle and counts that there are ten bears. Another group of children sort the puzzles shapes into colour order and identify circles, triangles, oblongs and squares. When playing with the hammer and nails game they use the tools safely, hammering intently while one child hands out the nails.

Staff know children very well. They treat children with respect and encourage activities and discussions about diversity and difference. They have a good commitment to promoting equality of opportunity and have a mix of skills and experiences between them. Staff identify if children need additional support and actively work with parents and other professionals to ensure children's welfare and developmental needs are met. Children have good opportunities to extend their knowledge of the wider world. They have access to play materials and resources which promote positive images of society. Children enjoy growing plants and vegetables in the garden and nature walks and outings in the local community. They celebrate a mix of festivals throughout the year. Recently they helped to cook noodles for Chinese New Year. Children enjoy art and craft activities daily. They put on aprons before painting and happily paint their hands, making prints on paper. There is a good selection of mark-making equipment. Children use their imagination in the roleplay area and there is a selection of musical instruments available.

Children demonstrate good levels of independence. They make decisions about their play, take themselves to wash their hands and help pour drinks and choose what they want to eat at snack time. Children enjoy a nutritious selection of fruit. However, because all children have their snack at the same time there is a lot of queuing up. During the session they help themselves to drinking water. Children who stay for the extended session bring a packed lunch, which is stored suitably. Staff are aware of children with allergies and individual dietary needs. Staff benefit from the help of a voluntary member of staff who prepares the food and covers kitchen duties, releasing staff to work with the children. At lunch time children find their lunchbox and decide where to sit. This is a social time; staff eat at the table with the children and discuss healthy food. Children talk about what is in their sandwiches and know that bread gives them energy and yogurt is good for them.

## 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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<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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