

# Brookvale Nursery

Inspection report for early years provision

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**Unique reference number** EY280215  
**Inspection date** 10/02/2011  
**Inspector** Jennie Lenton

**Setting address** Brookvale Childrens Centre, Woodhatch Road, Brookvale,  
RUNCORN, Cheshire, WA7 6BJ

**Telephone number** 01928 790144

**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*.

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

Brookvale Neighbourhood Nursery opened in 2004 and is managed by the Pre-School Learning Alliance. It operates from Brookvale Children's Centre in Runcorn, Cheshire. The nursery is open each weekday from 8am to 6pm, 52 weeks of the year. Children share access to fully enclosed outdoor play areas.

The setting is registered on the Early Years register and the Childcare register. A maximum of 60 children under the age of eight years may attend the setting at any one time. Currently there are 103 children on roll, 101 who of whom are within the early years age range. Children attend on a full or part-time basis. The setting supports a number of children with special needs and children who speak English as an additional language.

There are 17 members of staff who care for the children. All staff are qualified to National Vocational Qualification (NVQ) Level 3 or above with all room managers holding an NVQ Level 4 or higher. The deputy manager is qualified to Level 6 and one member of staff is currently working towards Early Years Professional Status.

The setting works in partnership with other professionals. Regular links are in place with family support workers, play development workers, speech and language and adult learning professionals based at the centre. The nursery manager is part of the senior management team of the children's centre.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this bright and welcoming setting where they are well-cared for. All backgrounds and abilities are catered for as staff work positively with parents to ensure individual needs are fully met. Good progress is made towards the early learning goals as a wide range of engaging activities are provided. All required policies and procedures are in place to safeguard children. The setting is focussed on continual improvement and there is an impressive level of commitment across the staff team.

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

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

- carry out regular appraisals and implement a system for staff to declare any changes in their circumstance which may affect their suitability to work with children
- develop links with other settings that children attend to promote continuity across learning and development

- develop, consistently across the setting, the use of observations to show children's next steps and how their achievements are matched to the expectations of the early learning goals.

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

A strong commitment to keeping children safe means that all staff have a good understanding of their roles and responsibilities in relation to safeguarding. The manager has undertaken advanced training in this area and all staff access the basic safeguarding course on a rolling training programme. A clear written policy is in place to underpin sound practice which includes robust recruitment procedures to safeguard children from unsuitable individuals. Comprehensive risk assessments are routinely carried out to protect children as they play indoors and out. Staff are vigilant throughout the day, ensuring children are well supervised and protected from accidental harm. Effective systems ensure any identified hazards are communicated and acted upon. For example, a 'traffic light' system means all staff are aware of the impact of heavy rainfall in the outside area as this is recorded as an 'amber' risk and displayed near the exits. Staff remind children to play safely and supervise them as they splash in the shallow puddles.

Parents are warmly welcomed into the setting and staff work in partnership with them to ensure every child's needs are understood and met. Relevant information regarding any allergies or cultural requirements is collated and appropriately responded to. For instance, children with food intolerances are offered an alternative to the main menu as required. Any special need is fully discussed and outside support obtained as necessary, thus ensuring children receive individualised care to help them reach their potential. Speech and language delay is particularly well supported as staff are trained in delivering activities to promote communication. Time is taken to chat with parents on a daily basis so that any concerns or issues are promptly dealt with. This includes referring parents on to partnership agencies, based at the children's centre, as required. While excellent relationships have been established with professionals at the centre and with the local school, this now needs to be extended to include other settings that children may attend.

Staff are enthusiastic and dedicated to their role. The new management team has engendered a positive approach to change, and the setting is committed to moving forward. All staff present a professional image and are keen to take on advice and guidance as necessary. They regularly attend training events and are building on their existing skills. The manager observes them in practice and provides feedback to help them develop further. However, formal appraisals have not been completed regularly and systems are not in place to remind staff to disclose any changes to their circumstances.

There is a positive approach to developing the setting further. All recommendations from the last inspection have been addressed and the new manager is reviewing all existing procedures to identify other ways to move the setting forward. The environment has been effectively assessed and good use of

all resources, including the newly developed outside area, is now made. Parents and children are asked for their views and any issues are promptly addressed. For example, the menus have recently changed to reflect parents wishes. Most strengths and weaknesses of the provision have been identified and plans for future improvement are targeted towards enhancing children's experiences.

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

Children progress well as they are provided with a broad range of interactive activities. All rooms are well resourced to allow plenty of opportunities to engage in free play. Babies enjoy crawling around and exploring treasure baskets or developing their physical skills as they use the small ramp and steps to climb up and down. Toddlers have great fun playing imaginatively in the home corner, making pretend meals and serving each other. Older children select books, construction toys and small world sets as they play companionably with their friends. All children are fully immersed in their activities which contributes to the calm atmosphere within the setting. The outside area is also used to good effect. Children make good use of the playhouses, re-enacting the story of the 'three little pigs'. They enjoy collecting sticks from the woodland area and use these to mark make in the sand and mud. The setting provides waterproof clothing, so children benefit from fresh air in all weathers.

Staff enhance children's learning as they play alongside them, asking questions about their activities. They encourage them to show what they know, asking them to name the colours or count the blocks in their constructions. Using children's interests as a starting point they develop children's play through the provision of resources and activities. For instance, after finding a hedgehog in the outside area, children make their own out of clay, using sticks that they find outside to make the spikes. This interactive approach engages children and encourages them to explore their creativity. Routine activities are also used to good effect to promote development. For instance, the older children are responsible for the care of the rabbits. They count out the carrots, clean out the hutch and make sure the rabbits are well cared for. They complete the daily check list to show what has been done. This promotes their understanding of the natural world as well as encouraging them to write with meaning and use problem solving skills.

Staff observe children as they play. They make note of what they can do and record this in individual development files. A new system has been implemented and as a result, not all records clearly show children's next steps and how achievements have been matched to the early learning goals. However, staff are knowledgeable about each child's individual attainment and are successfully planning activities to challenge and stretch them. In particular, those with identified special needs are thriving. Parents are informed as to their child's progress and encouraged to add to staff understanding of what their child can do.

Children's healthy and safety is well promoted. Breakfast, lunch and tea are provided to ensure children receive a balanced diet. The menu has been revised to deliver a nutritious and healthy array of foods and children tuck in enthusiastically to

vegetable curry with rice, roast dinners, pasta or fish dishes. Sensible hygiene routines are in place to prevent the spread of germs. Children wash their hands prior to eating and after visiting the toilet. Ill or infectious children are excluded from the setting to promote the health of all. Children also learn how to keep themselves safe. They take part in regular fire drills and learn how to respond to instruction promptly.

## 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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## **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