

# Bramleys Day Nursery and Nursery School

Inspection report for early years provision

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**Unique reference number**

EY224700

**Inspection date**

24/05/2011

**Inspector**

Jill Milton

**Setting address**

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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

Bramleys Day Nursery and Nursery School was established in 1990 and is part of a group of privately owned nurseries. The nursery operates from purpose built accommodation in the village of Ardington, close to Wantage in Oxfordshire. All children have access to outdoor play space. The intake of children is from the surrounding rural communities. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 102 children in the early years age range may attend at any one time and there are currently 125 on roll in this age range. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Support is currently provided for children for whom English is an additional language. The nursery opens all year round on weekdays from 7.30am to 6.00pm and children attend for a variety of sessions. The nursery employs 29 staff and of these, over half hold a recognised early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a sufficiently safe and secure environment where children can progress appropriately with their learning and development. The staff adopt suitable procedures in most areas to promote the well-being of the children with only one lapse in meeting all the legal requirements. The recruitment of new key senior staff is resulting in a positive approach to evaluation and the formation of action plans to move the nursery forward. The nursery is developing strong working partnerships with parents and this helps staff focus on the individual needs of the children in their care.

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

To meet the specific requirements of the EYFS, the registered person must:

- check staffing meets the minimum requirements for adult:child ratios in the early morning period (Suitable people). 24/06/2011

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

- extend learning through play outdoors and ensure the gardens are well maintained
- improve the resources for babies to provide a more stimulating range and promote their physical skills
- develop children's interest in early literacy more effectively, for example with

clear word labels on displays or in the garden and by providing younger children with good quality books.

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

Staff have a secure understanding of their responsibility to safeguard children and there are updates to training in this area. Those adults working in the nursery undergo a suitable recruitment procedure to check their suitability to work with children. There is on-going administrative support from the head office of the nursery group with the publication of documentation and procedures on key areas such as recruitment of staff. An appropriate range of written risk assessments are in place, covering areas such as outings and equipment. Overall, staff maintain a safe environment for the children, though sometimes points on the garden check list, for example, are missed with hazards such as nettles and thistles in areas where children play.

The new manager of the nursery is updating a self-evaluation form and has in place action plans that are involving the staff. There is a positive approach to making improvements. Some recent welcome additions include the formation of a garden area for the babies and the erecting of gazebos to help children access outdoor play in all weathers. The recent recruitment of a new room leader for the older children is also beginning to have an impact, for example by changes to lunch time routine so children can serve themselves and develop more independence. The nursery provides purpose built accommodation, which is sufficiently spacious and comfortable. The range of resources overall cover all areas of learning, though some items are worn, such as the bars of one or two cots and the range of books for younger children. Staff are beginning to develop the garden areas to promote early learning. The nursery is generally well organised and the staff are confident in their understanding of how to plan activities and monitor the children's development. During the morning of the inspection, in one room, staff ratios are not kept in line with legal requirements and this does have an impact on the care of the children until more room staff come on duty.

Staff are respectful and welcoming to parents. There is a good range of printed information about the Early Years Foundation Stage framework and childcare issues are on clear display. Parents speak positively about their satisfaction with the nursery and they receive regular feedback from room staff. A reasonable selection of visual images and resources in the nursery reflect on the diversity of the world in a positive way. Staff collect individual information about the children from parents to help them cater for the unique needs of each child. Staff have the background knowledge to seek the advice of other professionals if extra support for children is required. They are also striving to build some good relationships with local schools to help children make the transition to full time education.

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

Children are generally making steady progress with their learning and development. Their key person regularly records spontaneous observations of their achievements in all six areas of learning and this information is fed into the planning of activities for the following week, to help children move forward. A suitable range of information is collected from parents when children start the nursery to provide a starting point. Older children access the widest range of activities, with some pleasant examples of their learning through play. They enjoy imaginative play as they decide who will be a shopkeeper and wait patiently to pay for their pretend shopping. Children throughout the nursery have a suitable mix of activities overall, though at times some rooms lack much choice or stimulation for the younger age range. Babies lack a wide range of equipment to help them progress with their mobility.

Children enjoy time out in the fresh air and as they get older, they have the chance to use resources for climbing and balancing. With suitable adult support, they are keen to take part in obstacle races or use a bat and ball. Children access natural materials such as sand and they enjoy some sensory experiences with mixtures like corn flour and water. They express their ideas, such as announcing they are making 'strawberry soup' in the water tray. Staff supervise the children appropriately at play and remind them of safety issues. They are aware of individual routines for rest and they check regularly on sleeping babies. The children's health is protected since staff follow the nursery procedures when changing nappies or serving food. Through the day staff maintain a suitably clean environment. Children take regular drinks of water and they sit together for sociable meal times. There a basic range of snacks and meals on offer to meet the children's needs.

Children are learning to co-operate and to think of others. Staff challenge unwanted behaviour and there are some strategies in use to promote positive behaviour, such as the use of reward stickers. Staff value the children's art work by displaying it in individual scrapbooks or in their base rooms. There are many instances of children colouring in prepared cut out shapes though the examples on show do reflect a fair range of textures and techniques. Displays in rooms and outdoor play areas lack word labels to provide children with a print rich environment. Children enjoy it when staff share stories and they regularly use materials to make marks. They are making steady progress with early counting and shape recognition and older children access a computer. Children use recycled materials to make models, with a display of their efforts available to parents. They sometimes take part in charity events and they celebrate a range of festivals from the wider world during the year. Children are beginning to develop an appreciation of the countryside location of their nursery with trips into the village and surrounding woodlands.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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