

The Brambles Nursery

Inspection report for early years provision

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Inspector Jayne Pascoe

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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

The Brambles Nursery opened in 2011. It is situated in the rural village of St Just, near Penzance, Cornwall and shares the premises with St Just Children's Centre. Children have sole use of a purpose-built nursery room with baby area, toilet facilities, kitchen and office. Children are able to access a secure, enclosed outdoor covered play area and separate garden. It is open each weekday from 8am to 5pm for 50 weeks of the year. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children may attend the nursery at any one time. There are currently 47 children in the early years age group on roll. The nursery receives funding to provide free education for three-and four-year olds. There are eight members of staff, all of whom hold appropriate early years qualifications. One member of staff is currently working towards Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Nursery staff demonstrate a very secure knowledge and understanding of the Early Years Foundation Stage. They are confident and highly competent in their roles and responsibilities. Effective procedures are in place to ensure that children's unique needs are identified, respected and met during their time at the setting. However, systems to gather sufficient levels of information about children prior to them attending are not currently in place. Exceptionally positive partnerships have been established with other local early years providers and agencies. The nursery staff team demonstrate a proactive attitude to maintaining continuous improvement and improving outcomes for children although they do not have formal systems in place to monitor and evaluate the nursery practice.

What steps need to be taken to improve provision further?

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

- develop further the two-way flow of information, knowledge and expertise between parent and practitioners in order to establish what children know, understand and can do on entry to the setting
- develop further systems for monitoring and evaluating practice to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The nursery follows robust procedures to safeguard the children in their care. All staff are appropriately qualified and have completed the required suitability checks. Staff are well deployed to support and challenge children sufficiently in their chosen play activity. Effective written risk assessments are used successfully to maintain children's safety and security at all times. These are regularly reviewed and updated as required. Appropriate safety equipment is in place to protect children and restrict access to areas which require adult supervision. Good procedures are in place to protect from unvetted persons and staff demonstrate confidence in their ability to follow the Local Safeguarding Children Board procedures if required. Children are developing an excellent awareness of maintaining their own safety and that of others, as they engage in purposeful discussion with adults about how to manage the steps to the garden and agree measures to avoid collisions when riding the bikes. Children are quick to highlight safety concerns to adults. For example, when the gate to the garden has blown open, they immediately point this hazard out to a member of staff who promptly ensures that it is secured again. Children also practice very regular fire drills with adults, in order to develop their confidence and familiarity in these emergency evacuating procedures. They are able to practise using both of the emergency exits. A record of these drills are kept and used for monitoring and evaluation purposes.

The nursery environment is exceptionally safe, secure and child-centred. Staff are welcoming and helpful. Children and their families are well-known to the staff team, who value the close community spirit and promote a family ethos. Staff are successful in their ability to provide a fully inclusive nursery provision. The group was recently formed from two local and long-standing early years settings, who have merged and now operate from a new, purpose built nursery. The nursery environment is exceptionally well-designed and provides comfortable, light and bright facilities for the young children attending. Children are able to freely access an extensive range of good quality resources, store their personal belongings in designated areas and move freely to use the outdoors as and when they wish. As a result, they are rapidly developing their increasing levels of independence and have a sound sense of belonging. Good opportunities are provided for children to explore their own cultures and beliefs and those of others. Parents provide positive feedback on the quality of provision. They have free access to a good range of written policies and procedures, an informative notice board and regular newsletters. A suitable range of contracts and consents are used to agree and maintain good practice.

The nursery is exceptionally well-organised, offering a wide selection of enjoyable and purposeful activities. Children are confident to initiate play and make suggestions for developing their chosen activities further. Their ideas are respected and acted upon enthusiastically by a dedicated staff team, who are committed to promoting children's increasing sense of responsibility and who clearly value their contributions. Each child has a designated key person who is responsible for liaising with parents and completing regular assessments on children's progress in

their learning and development. Assessments records are shared regularly, in order to celebrate children's achievements and to identify appropriate 'next steps' for their learning and development, which are in turn successfully linked to future planning. However, systems for obtaining information about what children know, understand and can do on entry to the setting could be further improved. As a result of the excellent partnerships established with the local school, children benefit from regular opportunities to enjoy 'learning together' sessions, meet school staff and participate in shared activities. This practice is exceptionally effective in preparing them for a smooth transition into school life. The nursery staff actively seek and welcome advice and support from other early years agencies and recognise the benefits of reflecting upon their practice, for example through regular staff appraisal. Staff and management are able to identify areas for development that will have a positive impact on outcomes for children although at present there are no formal systems in place for self-evaluation.

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

Children have established strong and trusting relationships with adults and other children. They are extremely happy, settled and confident. Staff respect children's individuality and planning provides challenging activities to significantly encourage and extend children's learning and development. Ongoing lively discussion, plenty of fun and laughter and a room buzzing with purposeful play is evident throughout the day. Children are engaged in worthwhile and purposeful activity at all times and are offered excellent opportunities to take on increasing levels of responsibility. For example, children phone through to the school to order the lunches for everyone each day, they make suggestions for future activities and help to tidy away. Children enter the setting enthusiastically and separate from their parents easily. They follow the good examples set by staff and are polite, kind and helpful. They demonstrate good social skills and are well-mannered. A social café-style snack time is greatly enjoyed by all. The member of staff in charge promotes lots of purposeful discussion, is attentive and encourages children to take their time and enjoy a healthy selection of fresh fruits, breadsticks and dips in sufficient quantities for their individual needs. Children pour their own drinks, use attractive plates and cups and sit at a table covered with a brightly coloured cloth to enjoy a high quality, socially interactive activity.

Children enjoy selecting favourite books for both personal enjoyment and to share with others in the cosy book corner. They particularly enjoy story time at the end of the morning. Children are skilful in their ability to draw and mark-make and as a result, they create wonderful pictures and form recognisable letter shapes. The manager also helps them to make menus for the role-play cafe. Children's art work is prominently and attractively displayed for all to value and admire. Children problem solve as they build and construct a wooden train track; they are praised by adults for their efforts. They successfully cooperate and negotiate when developing role-play and are able to recognise numerals and the associated number of objects when sharing items in the water tray and role play area. They are able to complete increasingly complex puzzles, some with and some without

adult support. Children are creative and imaginative in their role play, which they successfully manage to sustain for a considerable period of time. Although a large number of children are keen to be involved, their play remains harmonious and all take on a purposeful role within the group. Children also benefit from opportunities to enjoy sensory play and music. They interact exceptionally well to initiate new ideas for play and keep themselves busy and occupied at all times.

Children enjoy opportunities to explore the local environment and participate in local community activities. They also explore different celebrations from around the world. As a result, they are developing a positive respect and awareness of their own cultures and beliefs and those of others. Children are skilful in their use of programmable and interactive toys and computer equipment. They have free use of electronic headphones programmed to play a variety of different nursery rhymes. Children collect used packaging to make junk models. They are growing a selection of fruit and vegetables outdoors and they are keen to take responsibility for feeding the birds. Children benefit from free access to a well-resourced outdoor play area. They enjoy fresh air and physical exercise as they wish; climbing, running, jumping and riding bikes. Well-established hygiene routines are followed by all and children recognise the positive impact this has on their growth and development. Overall, there is evidence that children are making excellent levels of progress during their time at the setting.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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	2
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