

# Brentwood Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	402126
<b>Inspection date</b>	10/08/2011
<b>Inspector</b>	Clementina Ogunsanwo

<b>Setting address</b>	The Old County Ground, Shenfield Road, Brentwood, Essex, CM15 8AJ
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<b>Type of setting</b>	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**

Brentwood Day Nursery is privately owned. It opened in 1974 and operates from two rooms in a cricket pavilion. It is situated in the centre of Brentwood. A maximum of 31 children may attend the setting at any one time. The nursery opens from 8.30am to 5.30pm. All children share an enclosed outdoor play area.

There are currently 59 children in the early years age range on roll, some of whom receive funding for nursery education. Children come from the local and surrounding areas. The nursery currently supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

Eight staff work directly with the children, seven of whom have childcare qualifications, One member of staff is working towards a childcare qualification. The setting employs additional support staff.

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

Overall the quality of the provision is good.

Children are comfortable in the setting's welcoming learning environment. This is because staff genuinely care for the children and consistently address their individual needs. Staff make careful observations of the children's current knowledge to plan activities that take them to the next stage of their learning. Parents are kept informed of current topics and are provided with helpful tips about how to help their children at home. The nursery has completed an accurate self-evaluation of their practice; however, this does not identify the key priorities to further improve the quality of provision.

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

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

- extend the range of opportunities for children to develop knowledge of the wider world
- identify the key priorities to facilitate further improvement in the setting's development plan
- increase opportunities for the children to independently select resources to support their learning.

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

Children safe and well protected in the setting because of adults' consistent use of the detailed safeguarding policy in the day-to-day care of the children. All staff share collective responsibility for promoting the care and safety of the children.

Children are cared for in a safe, secure environment. Detailed risk assessments have been carried out on all parts of the nursery. Prior risk assessments are conducted for local trips, such as to the nearby park and cricket ground. All other required policies have been recently reviewed to reflect current childcare practice. An accurate record of children's hours of attendance and departure is maintained. There are a wide range of good quality resources; however, the current arrangements do not allow the children's free choice, limiting their spontaneous play. While carefully supervising the children, staff make learning fun.

Positive links with external agencies assist staff in accessing valuable support and helpful strategies for addressing the unique needs of children with special educational needs and/or disabilities. Children speaking English as an additional language are supported well with a range of visual resources which are enabling them to acquire new vocabulary. Purposeful activities, such as making Ramadan cards, are developing the children's awareness of diverse cultures.

Parents express high levels of satisfaction with the work of the nursery. They receive a wide range of valuable information when their children commence at the setting. The provision of comprehensive information on current topics, such as the number, letter and shape of the week, accompanied by helpful tips for parents, ensure an effective continuity in learning between home and the setting. Staff regularly inform parents about their children's progress. Transition arrangements are well organised and prepare the children well for the next stage of their learning.

The manager is committed to improvement, completing an accurate self-evaluation, and has effectively addressed the recommendations from the previous inspection.

For example, children have a more active role at snack times. They independently pour their own drinks, select their choice of fruits and apply spreads on crackers.

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

Children greatly enjoy their learning and have fun in the nursery because of adults' provision of a range of activities which engage their interest. Relationships are positive and the children happily undertake lively conversations with each other and adults. For example, children talk to staff about their exciting holiday experiences. Valuable opportunities to explore the different senses, followed by 'feely bag' games, making sound shakers and food tasting sessions make learning meaningful.

Exciting role play sessions to recreate a farm and build towers using construction resources sustain the children's interest. Children demonstrate good manipulative skills during creative use of construction resources to make models using plastic bolts. They collaborate well with each other during a range of lively game sessions, for example, number games to explore what happens when specific objects, such as bottles, are 'knocked off'. Subsequently, the more able children can count up to 20 and explore number operations up to 10. They take turns, cooperate well with

each other and are developing positive early social skills. Behaviour is good. Children's obvious enjoyment is evident as they colour in pictures of their favourite cartoon character on a pop-up cardboard box. The opportunity to convert the cardboard box into a play tent makes learning fun. Purposeful textural exploration of objects, such as conkers, followed by discussions and recording activities, assists children's awareness of natural features. Most of the older children can count accurately, identify initial letter sounds and write their names, developing their skills for the future.

Children's increasing level of independence is evident at well-organised mealtimes, during which they independently select healthy food and serve their own portions. Good hygiene procedures are in place to prevent the risk of infection. Children have a good awareness of the importance of adopting suitable hygiene habits. They routinely wash their hands after play sessions and before meal times. Purposeful discussion about the importance of oral hygiene during snack time consolidates learning. The local authority acknowledges the setting's concerted effort in promotion of healthy lifestyles.

The outdoor environment supports children's active physical play session, although there is no direct access to the outdoor play provision. Good use is made of visits from the community police officer to develop the children's understanding of helpful members of the community. Adults' clear explanation of the importance of keeping safe during visits to the nearby cricket ground enhances the children's learning.

## 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	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	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	1
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