

# Brooksward Day Nursery

Inspection report for early years provision

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**Inspection date** 07/09/2011  
**Inspector** Hayley Marshall

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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

Brooksward Day Nursery registered in 2007 and is one of a chain of nurseries owned by Kids Play Limited. The nursery operates from rooms in Brooksward School in the Neath Hill area of Milton Keynes. All children share a secure, enclosed outdoor play area. Children attend from the local community and surrounding areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 80 children under eight years may attend at any one time, and there are currently 54 children on roll in this age range. Children attend for a variety of sessions, including those receiving care before and after the school day. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities. The nursery also supports children who speak English as an additional language. The nursery is open every weekday from 7.30am to 6pm for 50 weeks of the year. The nursery employs 11 staff, who hold a range of appropriate qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress from their individual starting points, since staff base planning on their interests and needs. Partnerships with many external agencies are exceptional, helping children with special educational needs and/or disabilities to flourish. Staff safeguard children well, in an environment that is secure and stimulating. Communication is effective in making parents feel included in their child's care and learning. The manager and staff demonstrate a positive commitment to continuous improvement through reflective practice and ongoing training.

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

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

- review the daily routines for some younger children so that staff expectations more closely match their stages of development
- manage the transition of all children entering schooling effectively to adequately prepare them for the change

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

Strong leadership and management of the nursery ensure that children's welfare and developmental needs are met well. There are rigorous vetting and induction procedures for new staff to verify their suitability to work with children. Staff have a well-developed knowledge of safeguarding issues, conducting thorough risk assessments to maintain a safe environment. Stimulating resources are freely provided indoors at a low level, meaning that children can make independent choices. The outdoor area is developing, though does not always promote play across all areas of learning.

Staff use the self-evaluation process effectively to reflect on their strengths and weaknesses. They take action where areas of improvement are identified, such as extending planning to take into account children's individual needs. The staff team work well together, building strong relationships with children and parents. Staff receive good support for their professional development. Staff demonstrate they are keen to improve outcomes for children. They are furthering their qualifications and are eager to implement new ideas and experiences into their practice. Parents speak highly of the staff and a successful range of communication methods help them share in their children's care. Open evenings help working parents to feel valued and welcomed. Staff conduct settling-in meetings with parents in their home language, to help build positive partnerships with families. The staff work exceptionally well in partnership with the neighbouring school and external agencies. They offer excellent support to children with special educational needs and/or disabilities. Staff are highly effective in establishing an understanding of children's backgrounds and cultures. They take a meticulous approach to providing resources and experiences that enrich children's understanding of the diverse society in which they live

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

Children are making good progress because staff observations identify their individual interests and achievements. Staff use the information thoughtfully to develop activities to challenge and stimulate children. Children are confident in their own abilities, know what is expected of them and generally behave well. When babies become upset, staff quickly respond and offer comfort to help them feel more secure. However, during some daily routines, younger children wait for some time when activities change, resulting in restlessness. Older children communicate effectively and confidently, asking questions and expressing their thoughts and feelings. This leads to children having a strong sense of belonging. Children are aware of the need to keep themselves safe. They take care in the garden, for example, to avoid collisions when riding bikes or when leaving the slide.

Before children start school, teachers from the neighbouring school meet the children and look through their records to help transition. However, this is not always the practice when children move on to other schools. A good balance of adult-led and child-initiated activities develop children's early reading and writing skills. Babies enjoy exploring making marks with chunky pencils and crayons. Older children extend their early writing skills by labelling their work. Children develop their understanding of numeracy by counting everyday objects or singing songs using numbers.

Children develop competent physical skills by using the climbing frame independently. They demonstrate their ability to build and balance with large bricks or to use small spades and rakes carefully outdoors. By waiting for their turn, negotiating together and helping to tidy away toys, they develop useful skills for the future. Children are learning to stay healthy and active as they use the garden or take part in dance classes. They follow good hygiene routines, for example washing hands before meal times. Children eat well-balanced meals that are suitable for various dietary needs. Drinking cups are clearly labelled, which makes it easy for children to identify their own cup and reduces the risk of cross-infection. Children are proactive in feeding back their opinions about the nursery, and this develops their self-esteem well. Children use cameras to take photographs, and they conduct tours of the nursery telling staff what they like and dislike.

## 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	1
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	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