

# Brookbank Private Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY268852

**Inspection date**

26/09/2011

**Inspector**

Jan Linsdell

**Setting address**

239 Mottram Road, Hyde, Cheshire, SK14 2PE

**Telephone number**

0161 3661645

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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**

Brookbank Private Day Nursery was registered in 2003. It is one of a chain of nurseries run by Treetops Nurseries limited and operates from a three storey building located in Hyde, Cheshire. Children are cared for in eight rooms spread across two floors and have access to a secure outdoor play area. Indoor and outdoor areas are accessed via a number of steps. The nursery serves children from the local area. It is open Monday to Friday, from 7am to 6.15pm, throughout the year.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 128 children aged from birth to under eight years may attend the nursery at any one time. There are currently 106 children on roll, all of whom are within the early years age range and of these, 26 receive funding for free early education. The nursery supports children with special educational needs and/or disabilities.

The nursery employs 36 members of staff, including the manager. Of these, 18 hold appropriate early years qualifications at level 3 and seven hold appropriate early years qualifications at level 2. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

Staff create a very welcoming, inclusive and highly stimulating environment for the children. Overall, effective systems are well-implemented to ensure children make good progress in their learning and development. High priority is given to developing excellent partnerships with parents and carers and promoting children's health and safety. Effective self-evaluation and robust monitoring systems mean the nursery has a strong capacity for maintaining continuous improvement.

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

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

- improve the use of tracking documents to accurately monitor children's progress across the six areas of learning
- build on children's learning in communication, language and literacy by supporting their understanding of linking sounds and letters.

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

High priority is given to safeguarding children and protecting them from harm. Recruitment, vetting and induction procedures are robust and staff are closely

supervised at all times until suitability checks are complete. All staff attend regular in-house training regarding child protection and they have a comprehensive awareness of safeguarding issues. Extensive policies and procedures are well-implemented to ensure the safe management of the nursery. Thorough risk assessments, daily safety checks and annual health and safety audits ensure the nursery is very safe, secure and well maintained.

Since the last inspection, the team have worked really hard to improve the quality and standards of children's care and education. All recommendations have been fully addressed and other positive actions have improved outcomes for children, particularly in relation to children's free choice, outdoor play, partnership working and the impact of staff training. Robust monitoring and support systems help staff to evaluate their practice and identify where further improvements may be needed.

The vibrant indoor and outdoor environment offers many exciting learning opportunities for the children to enjoy. High quality resources, including various home-made play materials are used successfully to support and extend children's learning. Staff promote equality and diversity well and work collaboratively with parents and other professionals to successfully support children with special educational needs and/or disabilities.

Staff promote children's smooth transition to school and invite teachers into nursery to meet the children. Excellent partnerships with parents and carers are established, which benefits the children's care and learning. They have access to a wealth of information about the nursery, the educational programme and children's progress. Organised events, such as sports day and grandparents' day, help to involve families in the children's learning. Parents and carers express a high level of satisfaction with the nursery.

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

Children make good progress towards the early learning goals. They are very happy and enjoy their time in the nursery because staff form supportive relationships with them and meet their needs well. Carefully planned learning experiences are tailored to meet children's individual needs and interests. Overall, comprehensive systems are successfully used to plan, observe and assess children's ongoing progress, but new tracking documents are in the early stages of implementation and there are some inconsistencies in their use.

Children have outstanding opportunities to learn how to lead a healthy lifestyle. They follow very hygienic practises, for example, in relation to hand washing and blowing noses. They eat a very healthy diet of freshly prepared meals and everyone is welcome to help themselves to the fresh fruit in the entrance hall. Daily access to the very spacious and well-equipped garden promotes all areas of children's learning and fully supports their physical well-being. For example, children enjoy joining in with races and exploring the textures of shaving foam and

paint.

Children show they feel very safe and secure. They are confident to approach staff for help and express their needs. They develop very good awareness of safety issues because staff frequently explain hazards, organise safety topics and arrange visits from the emergency services. They have high expectations of behaviour and adopt effective strategies to encourage children to behave in a positive manner. As a result, children learn to be responsible and independent, as they help to set the table for lunch and competently self-serve.

Children develop good skills for the future as they take part in recycling activities and use a variety of technological equipment in the computer room. Older children have opportunities to take part in Spanish lessons and show their skills as they count in Spanish up to five. Sensory areas are well equipped with interesting items for children to explore, such as 'pat mats' and good use is made of the art studio to promote children's creative skills. Children learn to communicate because staff ask questions and encourage them to talk and listen to each other. They make marks in various ways, but there are some missed opportunities to develop children's understanding of linking sounds and letters.

Children make a very positive contribution to the nursery and the wider community. For example, they have plenty of opportunities to make choices in their play. They take part in fund raising events and go on lots of outings, such as to the cafe, library and pet shop and there is much excitement when children return with their new pet gerbil. Children also participate in local celebrations when soldiers return from Afghanistan and they enjoy visiting older people during Harvest Festival.

## 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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

### 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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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