

Brambley Cottage Day Nursery

Inspection report for early years provision

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Type of setting	Childcare - Non-Domestic

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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*.

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Description of the setting

Brambley Cottage is privately owned and was registered in 1998. It operates from premises in Hessle, East Riding of Yorkshire. The nursery serves the local area and has strong links with local services, including, the children's centre. There is an enclosed area for outdoor play.

The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register for no more than 65 children. Currently 126 children attend, aged from six weeks to five years. The nursery supports children with special educational needs and/or disabilities.

The nursery employs 18 members of childcare staff, 17 hold level 3 qualifications or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled in the nursery because staff know the children well. The overall partnership with parents and other agencies supports children's individual needs so they make good progress. There are many resources to support children's learning and development. Staff take steps to evaluate and improve the provision, although, not all the welfare requirements are fully met. Opportunities to develop children's thinking skills, problem-solving and understanding of appropriate boundaries are less secure.

What steps need to be taken to improve provision further?

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

- request written parental permission, at the time of the child's admission, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 30/12/2011
- obtain prior written permission for each and every medicine from parents before any medication is given and only when there is a health reason to do so. (Safeguarding and promoting children's welfare) 30/12/2011

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

- support children further by providing opportunities for them to play with ideas, discover connections, think critically and ask questions.
- develop opportunities for children to identify and discuss boundaries for

behaviour to enhance their understanding of why rules exist, indoor and outdoors

The effectiveness of leadership and management of the early years provision

Children are generally safeguarded and protected in the setting because staff have experience and knowledge of local safeguarding procedures and child protection. All staff have some understanding of what to do if they are concerned about a child, so that they protect children. The appropriate contact details are available and all staff are suitably vetted, including students. Children are protected because the staff keep many appropriate records, including, accident and attendance. However, the setting is not meeting all the welfare requirements of the Early Years Foundation Stage. Currently the nursery does not always request written permission from parents prior to administering all medication. They use a blanket policy when a child is admitted and sometimes seek verbal permission to administer the setting's own medicines, should a child become ill. Furthermore, the nursery does not request written permission to provide emergency medical treatment. This impacts on their ability to safeguard children in the event of an emergency.

Staff are knowledgeable about the Statutory Framework for the Early Years Foundation Stage and use this well to support children in their learning. The environment is organised so that children can access most toys and equipment. This means that they are developing their independence skills. There are a range of resources for children to choose from, including, technological toys, such as computers. Children are able to choose what they would like to play and their preferences are included into the short-term plans each week.

Senior managers are aware of the nursery's strengths and weaknesses. They are looking to improve the provision for the children. For example, they are in the process of updating several welfare procedures and policies and ensuring all staff are fully involved. Previous recommendations have been promptly and effectively met. For example, they have implemented many opportunities for mark making, which means that children are learning more about the importance of early writing and drawing and enjoying their successes. They have also revised their risk assessments to improve the protection of children from risks.

Staff form effective relationships with parents and carers. They obtain useful information about each child, such as, what they can do themselves as well as their dietary and personal care needs. This means that parents' wishes and children's individual needs are effectively met. Staff and parents share important information about their child's starting points and progress. This means that parents can become involved in their child's learning and each child is supported in making progress towards the early learning goals. Effective relationships with other provisions and professionals involved with the children are firmly established and contribute well to supporting children's welfare and learning. Staff offer sensitive and caring support to children who have special educational needs and/or

disabilities, including, appropriate individual education plans, as well as effective family support. This enables all children to reach their potential.

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

Children enjoy being in this setting and are familiar and secure in its routines because staff are careful to meet their needs. Children are able to move freely around the setting. For example they are well aware of where they can go in the setting and know how to use the toys and other resources. Children's good health is generally promoted. They readily have their faces wiped after lunch because washing routines are well established. They are starting to learn about making good choices in food because they are offered healthy options, such as raisins and the preparation of food has achieved a quality award. Most children are able to get out in the fresh air because the setting ensures that each room has the same allocation of time to play outdoors. They are developing good physical skills in walking, running and jumping because they make use of a variety of resources. For example, they can use the wheeled toys and other equipment, like the balancing beam to test and challenge their skills.

Children are making steady progress towards the early learning goals because the staff plan activities around their interests. They regularly note their 'wow' moments in their learning journals and record their progress so that their next steps in development can be identified. Children are developing good language skills. They enjoy looking at books, turning the pages to find their favourite picture and talking about what they see. They have learned some signs to accompany their songs in the Christmas play, to ensure that all children will be able to participate fully. The children have plenty of opportunities to try out their early writing and drawing skills. For example, they make lines and circles with the chunky chinks. They can count ably up to ten and recognise shapes in the jigsaw puzzles. However, children have fewer opportunities to solve problems through everyday situations or to play with new ideas. This means that their ability to think critically and ask questions is less well developed. Staff promote children's knowledge and understanding of the world through a variety of activities, such as providing natural materials for them to explore and investigate. Children are also gaining good skills in using technology as they access a variety of games and programmes, via the computer and other electronic toys. This means that children are also developing good skills for the future.

Children generally behave well in the setting and staff supervise the young children well, using positive praise and recognition of their achievements. There are fewer opportunities taken to actively remind older children of the rules and to ensure these are consistently well maintained. Children are learning about their own and other cultures and beliefs when they learn how to make and try food from other countries, such as Chinese food during Chinese New Year and they celebrate birthdays and festivals together.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
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	2

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