

# Bramblings Parkgate Day Nursery and Pre School

Inspection report for early years provision

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**Unique reference number**

EY429288

**Inspection date**

29/11/2011

**Inspector**

June Oliver

**Setting address**

Station Road, Parkgate, NESTON, CH64 6QJ

**Telephone number**

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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*.

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**

Bramblings is a privately owned nursery and was registered in 2011. It operates from a large detached property in a residential area of Parkgate in Neston. The nursery serves the local area and wider community. The nursery is accessible to all children and there are several fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday from 8am to 6pm all year round except for bank holidays and during the Christmas period. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 41 children may attend the nursery at any one time, all of whom, may be on the Early Years Register. There are currently 15 children on roll. The nursery also offers care to children aged over five years to eight years. The nursery provides funded early education for two, three and four-year-old children.

There are six members of staff who work with the children. All of these hold appropriate early years qualifications with the owner holding Early Years Professional Status. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

Children enjoy their time at the nursery as staff form strong relationships with them. They make very good progress towards the early learning goals because the nursery provides activities which follow their interests and needs. Children participate in a good balance of child-initiated and adult-led activities which cover the areas of learning consistently, some aspects of planning and assessment are in place but are not robust enough. Excellent partnerships with parents have been established as well as generally good links with the schools that children transfer onto. Effective systems are in place to evaluate the provision with the nursery committed to raising outcomes for children. All required documentation is in place and effective in practice.

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

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

- identify children's starting points and strengthen the links between planning and assessment systems to clearly show how their individual next steps are to be planned for to offer sufficient challenge and maximise their learning
- analyse observations and highlight children's achievements or their need for further support to ensure they fully progress towards the early learning goals in all areas of learning

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

Children are very effectively safeguarded as the nursery staff have a good understanding of local policies and procedures. Staff attend safeguarding training and have contact numbers available should they have a concern about a child. Children play in a very safe environment as comprehensive risk assessments are completed daily and high staff ratios ensure that children are supervised well. Effective procedures are in place to ensure staff are suitable to work with children and good quality policies and procedures further protect children.

The setting has effective processes in place to evaluate the provision, with valued input from children, parents and staff. Although, these are still developing, the nursery has identified some areas for improvement to ensure the provision meets the needs of the families. For example, they have strengthened the partnership with parents by inviting them into the nursery to share children's progress records and discuss the next steps for their children. Practice is regularly evaluated to ensure the needs of the children are met. For example, staff observe the children's engagement and participation of activities to ensure they are relevant and interesting to them. Staff attend whole team meetings to ensure information and knowledge is cascaded and individual meetings ensure professional development needs are met.

The owner organises the staff team which ensures the smooth running of the setting with efficient rotas. The setting is very welcoming with displays of information for parents and children. This also includes children's art work, such as firework pictures which creates a sense of belonging and pride. High quality and appropriate resources and equipment are easily accessible and well-presented to effectively support children's learning. Children self-select activities with confidence to follow their individual interests and to support their independent learning. Excellent staff relationships and knowledge of the children ensure close supervision and interaction during activities, with children readily engaging. Staff promote equality and diversity really well as they adapt activities to ensure all children can participate. For example, during circle time staff help some children to recognise their name and ask others to find theirs. Staff support children with additional needs sensitively to ensure they are fully included in the setting and their needs met effectively.

Excellent partnerships with parents have been established, with parents providing very good opportunities to contribute to their children's time at the nursery. Detailed information is collected from parents at registration and regular feedback from staff ensures parents are fully informed about their children's learning and development. Parents' verbal comments suggest they are extremely happy with the activities provided and the support from the staff in meeting specific needs. Generally good partnerships have been developed with the schools that children transfer to, although this is still developing. This means that children's transitions are not fully or effectively supported. Good partnerships with other professionals involved with children's learning and development have been established to enable

individual needs to be well supported. Good use has been made of the local authority for support with practice.

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

Children's good health is very well-promoted at this setting. They choose fruit for snack and enjoy home-cooked balanced meals for lunch. They know what foods are good for them as they talk with staff at meal times and posters are displayed to remind them. Children always have access to their drinks so they remain hydrated. Children have superb opportunities to develop their physical skills. They use the garden to play with the bikes and cars and enjoy a game of skittles and hopscotch with staff. Children have opportunity to go into the community as they go on walks and use the local park to run around. This ensures children learn about the positive effect exercise has on their bodies. Children understand about healthy routines as babies hold their hands out to be washed before meals and older children manage their personal hygiene independently.

Children feel safe in the setting as very strong relationships with staff are formed. Well-established routines ensure children know what they can do and where they can go. Children are confident and self-assured and move around the setting freely and safely, self-selecting activities from the well-resourced playrooms. This encourages children's independent learning. Children use tools and equipment safely as they cook and use cutlery for eating. Children are motivated and readily engage staff in conversation and ask for support with activities. For example, children ask staff to stand the skittles up outside as it is difficult in the wind.

Children are making good progress towards the early learning goals overall, because staff plan activities around their interests and individual learning needs. However, staff do not always collect information about children's starting points. This means that planning may not always be fully relevant to meet children's initial learning objectives. Staff observe children's play and link activities to the areas of learning, assessment and next steps. However, assessments are not always formalised so it is not clear if the activities offered always cover the areas of learning consistently or ensure the children's individual needs are promoted as well as they could be. Children are developing skilful communication skills as staff engage children in conversation about their conkers, asking where they had come from and what they were going to do with them. Children are developing good listening skills as they listen for their names and the days of the week at circle time. Early writing skills are promoted with craft activities and drawing materials.

Mathematical skills are very well promoted as children count and calculate when helping to lay the table for lunch. Children learn about information and technology as they use electronic toys, take photos with the camera and use the keyboard and computer. Children are learning to be independent as they help to tidy up the toys and get themselves ready to go out in the rain. Children learn about the wider world as they use the community spaces, such as, the library, park and go for walks. This also ensures they are developing good skills for the future.

Children behave well in the setting because of the clear and consistent boundaries. Ground rules are in place to ensure everyone's safety and participation. This means that children feel confident to explore the activities. Children choose to play alone and follow their interests, such as playing with the play kitchen outside. They also play well together and seek out others to play with, such as riding the bikes together. Children learn about differences and diversity using books, small world play and posters showing positive images. They learn about cultures and faiths as festivals and birthdays are celebrated.

## 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	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