

Brooklands Childcare Ltd

Inspection report for early years provision

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Inspector Shelley O'Brien

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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

Brooklands Childcare Ltd registered in 2011 and is one of five nurseries run by a limited company. The nursery is situated within the grounds of Wigan and Leigh College in the Leigh area of Wigan. The children are cared for from three rooms on the ground floor of a learning centre which has been purpose built. There is a secure outdoor play area for children to access when attending the nursery.

The nursery is registered by Ofsted on the Early Years Register and may care for a maximum of 46 children at any time. Of these, no more than 12 may be under the age of two years. There are currently 28 children on roll. The nursery provides funded early education for three- and four-year-olds. Children attend the nursery for a variety of sessions. The nursery supports children who have special educational needs and/or disabilities. The nursery also supports children who speak English as an additional language.

The nursery opens from 7.30am to 6pm Monday to Friday all year round, except bank holidays and one week at Christmas. There are currently nine staff, including the managers who works with the children. Of these, seven hold appropriate early years qualifications to level 3 and the managers hold early years degrees, one holds early years professional status. The setting receives support from the local authority and holds a Healthy Business award, an Early Years Healthy Eating Award and a Breast Feeding Friendly Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making excellent progress in their learning and development because staff know the children well. Excellent relationships with parents and carers are well established and ensure the children's welfare needs are consistently met. Children's learning is significantly enhanced by the large range of toys and resources available to them that are well organised in a welcoming and secure environment. The nursery has exceptional links with other early years and health professionals to support the children's learning and care. The nursery management team consistently review the quality of their provision with staff and parents and there is a clear vision for future improvements. This means the service is responsive to all its users and the outcomes for children are excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- supporting the development of independence skills, for example, encouraging children to self-serve at meal times.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding children which is filtered throughout the setting and reinforced regularly. For example, all staff have attended training to ensure they are confident in their abilities to recognise possible indicators of abuse and are clear on the procedure to follow should they have concerns about a child in their care. A comprehensive safeguarding policy also outlines the procedure to take if an allegation was made against a member of the staff team. The managers are fully versed in the Common Assessment Framework procedure and understand their responsibility in relation to this. Comprehensive and detailed risk assessments ensure the environment is maintained to the highest level of safety, which enables children to move freely around the provision comfortably. An extensive range of policies are available, which are fully implemented.

The environment that the staff provides is significantly enhanced to support the children's learning and development. An abundance of photographs, posters and artwork are displayed around the nursery and the children have the opportunity to access a very well-resourced secure outdoor play area that effectively supports outdoor learning. Children's independence is promoted as they have free access to a wealth of resources that are all at the children's level to enable choice. The managers and staff are dedicated and committed to providing the best possible care for the children.

Commitment to self-evaluation and continuous improvement is exceptional as the managers and staff attend regular training courses to develop knowledge and to aid them in providing excellent care. There are clearly defined plans in place for future improvement which are a result of continuous reflection of the nursery. For example, termly action plans outline developmental areas such as replanting of the garden area to enable the children to understand how things grow and the introduction of swimming sessions for the children.

Equality and diversity is high on the agenda for the nursery and this runs throughout the provision. The uniqueness of each child is valued and this enables them to follow their interests. The children are actively encouraged to celebrate and value the society in which they live. For example, they celebrate a variety of festivals such as Chinese New Year, Valentine's Day and Mother's Day. Excellent relationships are formed with all parents. They are provided with a wealth of information when they first start settling in their child at the setting and this continues once the children are settled in. Parents and carers complete home sheets prior to their children starting nursery to help inform staff of starting points. This ensures that the parents input in their children's learning and also actively contribute to it. The nursery has excellent relationships with other early years and health care professionals and work in partnership to enhance children's development. Children's portfolios which track the children's learning, development and achievements are kept which include observations and photographs of the children's experiences at nursery.

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

Staff have a superb understanding of the Early Years Foundation Stage and how children learn and develop. Thorough assessments and observations take place to establish the children's starting points and activities are planned to progress the children in their development from these. This ensures that all children make excellent progress in their learning and development.

A wide range of resources enable children to achieve well and develop excellent skills whilst enjoying the environment. Staff engage with the children in a highly effective manner, for example, taking the lead from the children for play and reacting quickly to their thoughts and ideas. For example, a staff member joins in with a baby who is playing hide and seek under a scarf, she hides herself before peeking out much to the child's amusement. This supports the children's personal, social and emotional development and builds on the already strong relationships between staff and children.

The nursery have pet African land snails which are an active part of the learning environment. Children handle the snails carefully, some whilst wearing gloves, and have learnt to care for them and how to maintain their environment. This means the children are learning about responsibility and knowledge and understanding of the world.

Children are effective communicators and are able to express themselves freely. The nursery have a large number of children from varying cultures and as such have a high number of children who speak English as an additional language. Children are learning words in a number of languages and displays support all backgrounds.

Staff actively encourage the children to adopt a caring approach to others. For example, sharing and caring is discussed throughout the session and children are encouraged to help set up activities and tidy up once finished. Children behave very well and are frequently praised for showing regard and manners within the nursery. Children have ample opportunity to engage in purposeful creative activities. Older children have the opportunity to play with rice and jelly cubes to explore texture and shapes whilst the babies have a similar learning opportunity by exploring fruit puree to learn about texture and new words.

Superb systems are in place to help children stay safe. For example, a buzzer system alerts children that there is a visitor and they all ask the staff who has arrived, this keeps the children informed of visitors within the nursery. Good health is also promoted as nutritious meals and snacks are provided by the nursery cook. Children develop independence at the setting, however, they do not serve themselves at meal times. Children understand the importance of outdoor play and enjoy climbing, running and cycling whilst outside. The children recognise how important it is to 'wrap up warm' in the cold weather, for example, a child asks for some spare mittens as her fingers will get cold and she will not be able to play

properly. Children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1

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