

# Brinds Well Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY375196

**Inspection date**

27/06/2012

**Inspector**

Shanti Flynn

**Setting address**

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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**

Brinds Well Day Nursery was re-registered to the nursery chain Child Base Partnership in 2008. The nursery is situated in the rural area of Chelsfield Village in the London Borough of Bromley. The nursery operates from a new building and all children have access to a secure, outdoor area. Children attending the nursery come from the village and surrounding local area. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 130 children under eight years may attend the nursery at any one time. All may be within the early years age range. There are currently 164 children in the early years age group on roll. 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 and children learning English as an additional language. The nursery employs 42 members of staff. Most of them hold appropriate early years qualifications.

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

Overall the quality of the provision is outstanding.

Children are extremely happy and settled and thoroughly enjoy their time at this exceptional nursery. They play in an enriching and nurturing environment. They are supported by highly knowledgeable staff, who help them make exceptional progress in all areas of their learning and development. Overall, partnerships with parents and other professionals are excellent. This enables staff to meet children's individual needs exceedingly well. Rigorous self-evaluation shows an excellent capacity for continuous improvement.

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

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

- developing further opportunities for parents to add to their children's learning records in order to further enhance the links between home and nursery.

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

The manager and her staff place an exceptional emphasis on safeguarding and promoting children's welfare. Staff have excellent knowledge about the signs they should look out for and a full understanding of child protection procedures. Highly

robust recruitment and vetting procedures include checking that all adults working with children are suitable to do so. Highly reflective and comprehensive risk assessments help identify potential hazards to children. Staff also carry out very detailed daily checks of the indoor and outdoor environments to help keep children safe.

Children play in an extremely stimulating environment. There is an extensive range of high quality furniture and resources, which meets the diverse needs of different aged children. The design of the highly impressive building enables all children to freely access the wonderful, outdoor area. This gives them access to a wealth of learning opportunities. Excellent ratios and organisation of routines allow children to be closely supervised at all times. Children choose what they want to play with and very confidently help themselves to easily accessible and clearly labelled resources. This helps to promote exceptional independent learning.

The nursery has full regard for equality and diversity and staff are highly committed to promoting the best possible outcomes for each child. Partnerships with parents are excellent. Staff find out as much as they can from parents before children start at the nursery. Consequently, they plan activities and routines to meet children's individual needs exceedingly well. The highly impressive, key person system allows staff to get to know children and their families extremely well. Staff exchange information with parents through extensive daily, verbal feedback. They make comprehensive written records of babies' and younger children's sleeping and feeding routines to share with parents. Parents comment favourably on the excellent communication and friendly staff. Staff observe all children and fully record their achievements and development in individual learning journeys. All parents are encouraged to add to these records though not all share observations and special moments from home.

The nursery works extremely effectively with other settings and outside agencies. Staff work hard to support children with any additional needs and to make the environment fully accessible to them. They liaise with and visit other provisions which children attend to promote outstanding continuity of care and learning. The nursery has excellent relationships with local schools. They invite reception teachers to come and visit the nursery and meet the children. This helps to prepare children and has a very positive impact on the transition process.

The manager and her staff work as a highly effective team and continually strive to improve the service they offer. They regularly reflect on their practice and consult with parents and children to accurately identify their strengths and areas for further development. Staff morale is very high as they feel their views are listened to and their input is valued. The management team fully supports professional development and training opportunities are available to all staff.

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

Staff have excellent knowledge about the learning and development requirements of the Early Years Foundation Stage. They very carefully observe children and use their knowledge of their individual interests to plan highly interesting and stimulating activities. Consequently, children make outstanding progress in all areas of their development.

All children benefit from the extremely well organised environment and have the freedom to move between the indoor and outdoor areas throughout the day. Children particularly enjoy spending time in the highly impressive garden, which offers them limitless opportunities to extend their learning and development. Younger children enjoy mark making with chalks and older children practise writing their numbers on the whiteboards outside. Staff skilfully extend their learning by asking children to use the numbers to identify how old they are. Children fully develop their communication skills as they interact with staff and their peers while they play. They enthusiastically sing favourite songs and rhymes and share stories with staff, joining in with familiar phrases. Staff skilfully ensure that children have access to books at all times to support their learning. For example, they place books in the construction and mathematical areas so that children can easily refer to them to develop their play. Staff are highly effective in supporting children to develop their own ideas. For example, staff ask children open-ended questions, such as, 'Where are we going?' as children steer their 'ship'. This highly encourages children to become active learners and develops their imaginative skills. Babies and younger children show their delight as they experiment with paint, sand and soapy water, developing their creative skills. All children enjoy playing with the electronic toys and older children most competently use the computers and interactive whiteboard. This helps them develop excellent skills for the future.

Exceptional routines have a significant positive impact on promoting children's health and well-being. Older children independently wash after toileting and before eating and staff fully support younger children. Mealtimes are social occasions where children learn to make healthy choices. Older children serve their own meals and drinks, highly developing their independence skills and table manners. All children learn about the importance of exercise and thoroughly enjoy developing their extensive physical skills in the outdoor area.

Children fully learn to keep themselves safe as staff involve them in the daily safety checks. They act as 'safety spies' and help staff record any areas for concern. For example, they know that the bark chippings needs to be kept in a certain area. They also identify some broken calculators as 'dangerous' so bring them over to a member of staff.

Behaviour is excellent as children develop very close relationships with staff and respond extremely well to them. They play cooperatively with their peers and develop very good sharing and negotiation skills. All children show an extremely strong sense of security and belonging within the nursery. Staff value each child

and make 'family books', which contain photographs of children and their families. Children hugely enjoy sharing these with each other and learn to value diversity. Staff invite parents who are motivated to come into the nursery and share their different cultures and festival celebrations with all of the children.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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