

# Brindley House Childcare Centre

4 Burkes Road, Beaconsfield, Buckinghamshire, HP9 1PB

<b>Inspection date</b>	27/09/2012
Previous inspection date	03/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The nursery is welcoming to all children and parents. Across the nursery, the atmosphere is busy and purposeful. Children move around freely and access a wealth of good quality play resources.
- Children of all ages are happy and settled. There are close bonds and good relationships between children and staff. Children are making secure attachments and staff are sensitive to their emotional needs.
- Children are confident communicators; they are curious and interested; they ask questions to gain information and those who are able speak clearly give information.
- Staff have good knowledge of safeguarding matters; they are knowledgeable about safeguarding policies and procedures and implement them effectively for the benefit of children.
- The management team involves children, staff, parents and other partners in regular evaluation of the nursery provision. Jointly they identify priorities for development and the management team acts on the evaluation findings; this enables the nursery to meet the needs of all the users very well.

### It is not yet outstanding because

- A good balance of adult and child initiated activity is not achieved consistently in all areas of the nursery. Some staff lack confidence to skilfully question children during activities to reshape tasks to improve and extend children's learning.

- Staff do not always take opportunities to promote children independence by allowing them to take the lead in activities that are within their capabilities.

### Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### Inspection activities

- The inspector carried out a full inspection of the nursery's security procedures and system.
- The inspector observed children in all areas of the nursery and completed focused observations on a child in most rooms.
- The inspector spoke with staff from each room, the Cook, parents, the senior managers and a company Director.
- The inspector examined documentation including a sample of children's records, development plans, staff's suitability records and the complaints log.
- The inspector read the nursery's self-evaluation and reports from the local authority's consultants.

### Inspector

Cordalee Harrison

## Full Report

### Information about the setting

Brindley House Childcare Centre and Out of School Club are run by Brindley House Properties Ltd the nursery is privately owned. The provision was registered in 2007 and it operates from rooms in a purposely-adapted two storey building in the town centre of Beaconsfield in Buckinghamshire. A maximum of 85 children within the early years age range may attend. Of these, 37 may be under two years at any one time. The nursery supports children who are learning English as an additional language. The nursery receives funding for the provision of free early education for children aged three and four.

Children who are aged over two years are cared for in nursery rooms on the ground floor. Children aged under two years are cared for within first floor rooms. All areas are equipped with toilets, washing and appropriate nappy changing facilities. The premises also contain an office, kitchen and a Caf. There is an enclosed garden at the rear of the premises. All of the children have opportunities to use the garden.

The nursery is open each weekday from 7.30am to 6.30pm all year round. The out of school club is open each weekday from 7.30am to 8.50am and 3pm to 6pm during term time only. There are currently 98 children on roll, of whom 84 are in the early years age range.

The company employs 28 members of staff who work directly with the children. There is also a cook and a kitchen assistant. Twenty five staff hold an appropriate early years qualification. The nominated person, who is a senior manager, holds Early Professional Status, and the nursery manager has a foundation degree. Excluding the managers 12 staff members are qualified to level 3 and 12 are qualified to level 2 in childcare and education. Four staff are currently on training courses; this includes the nursery manager who is studying to gain a BA Honours degree. Children who attend the out of school club are taken to and collected from two nearby schools on foot.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- support children's growing independence and encourage them to do manageable tasks for themselves
- improve staff's ability to achieve a good balance of adult-guided and child-initiated activities to extend children's learning, with challenges that are appropriate to the developmental stage of every child.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children enjoy good quality first-hand experiences as they play. They make good progress across the seven areas of learning and acquire necessary skills to equip them for the next stage of their learning. All activity plans are developed with information from children's key carers and regular observations of each child. Nursery staff make good use of 'Development Matters in the Early Years Foundation Stage' documentation to identify children's progress and the next step for their development. Although there are many opportunities for children's personalised learning, there are times when staff do not achieve the right balance of adult-guided and child-initiated activities. Overall, most staff engage children effectively in learning and this supports children's further learning and development. There is more for the nursery management to do to develop staff's ability to carefully question children to challenge their thinking and extend learning. This is particularly evident in the preschool room. Nevertheless children are active learners, excited and eager to play. For example, the older children experiment with the magnets as they play freely outdoors; all children explore books and stories, and younger children show that they are developing good memory and recall as they spontaneously vocalise and sing nursery rhymes. The youngest children increase their mobility as they crawl and move according to their developmental stages to explore the bright and interesting activities and objects that are in easy reach. Children's good moods and enjoyment of activities show that they feel emotionally secure.

Children show that they are developing good communication skills. There is conversation between children in large and small groups, as well as with staff and individuals. Children show that they are developing strong friendships. They join each other in a range of different play situations, such as using tools at the dough table, completing puzzles in the garden and sitting side by side to share books. However, staff do not always take opportunities to involve children in useful tasks that are within children's capabilities. For example, staff pour the children's water at lunchtime and they set the table without involving the children. This reduces opportunities for children to use their good physical development, show their competence and to take pride in helping themselves and others.

Although there are not many numerals highly visible some older children show confidence in their mathematical abilities; they use the few numbers that are on display in their area to consolidate independent learning. They recognise the number that reflects their age and some children can tell if they are older or younger than their friend.

Children are developing good understanding of healthy lifestyles; daily exercise, good quality food; outdoor play is core to their learning experiences. Children play out in the fresh air daily and, careful planning ensures that they can experience many areas of learning in the outdoor classrooms for example. They explore expressive art and design, as they role-play and use a wide range of creative resources freely in their outdoor play.

### **The contribution of the early years provision to the well-being of children**

The nursery environment is well equipped to meet the developmental needs of all the children. This encourages children to assert themselves and to make meaningful choices about play. The displays of children's photographs and family members along with displays of their work further enhances children's personal identity and affirms their feelings of belonging. The calm and purposeful atmosphere in the nursery shows that children are settled and contented. For example, the well planned lunchtime arrangement ensures that children eat at a time when they are ready, such as the younger children eating first; this reduces the opportunities for children to become distressed.

The effective key carer system supports children and their parents well. Children relate knowingly to their key carer gaining support and reassurance to help them feel secure. During the settling-in period staff encourage parents to provide all the necessary information about their children's needs, interests, likes and dislikes. Staff make effective use of the information they receive to make good arrangements for children's individual needs and personal care. For example, staff encourage parents to supply familiar words and phrases, to support the language development of children who are learning English as an additional language. Staff work effectively with parents to make sure that the nursery accommodates their children's routines. Parents provide important information about their children's starting points and they meet regularly with staff to assess and support children's progress and developmental needs.

Staff are sensitive to the children's needs and this helps children to feel valued. Although staff allow children to resolve some conflicts, they know when to intervene. This helps children to know when their behaviour is unwanted and how their behaviour affects others. Children display good behaviour and show consideration for others. Although staff miss some opportunities to promote children's independence children work cooperatively with each other. Older children listen to the staff and follow guidance. For example, under staff supervision children use the toilet and wash their hands in an orderly manner in preparation for lunch.

Children benefit from their interaction with a diverse team of staff including males and females and staff from various cultural backgrounds. With input from staff and parents the nursery achieves an authentic feel to some cultural celebrations. With some staff's experiences, information and support from parents the nursery provide children with good quality information about different aspects of a wide range of cultural experiences. Children further extend their understanding of the wider community as they participate in activities outside the nursery, such as trips to the local shops. In addition, professionals, such as police officers visit the nursery to share knowledge with children and help them to learn to keep themselves safe.

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

The arrangements for safeguarding are a strong feature of the nursery. Staff are clear about their responsibilities to safeguard the welfare of the children in their care. Staff relate safeguarding to all aspects of their practice, including child protection, fire safety, security, children's health and safety. Effective risk assessments are completed for all activities. The management team follows a robust recruitment procedure. This ensures that the vetting procedure is fully completed for all staff. The procedure includes obtaining Criminal Records Bureau disclosures and references, checking original identification documents and thorough staff induction. The comprehensive induction procedure ensures that every member of staff is clear about their role in the nursery and that they understand the roles of senior staff. Therefore, staff know when and how to bring information to the attention of senior managers. The staff team works well together and they willingly share information to support and promote children's welfare, learning and development.

Staff develop and maintain very good relationships with parents. Parents praise the nursery for the settling-in procedure. They state that the staff are kind, sensitive and interested in the children. They value that the nursery management seeks their opinions and acts on their suggestions. Parents state that they feel very engaged in their children's learning and that they have many opportunities to discuss their children's progress and contribute to children's progress and development records.

Senior managers work effectively with other agencies, including the local Children's Centre, the local authority's consultants, inclusion officers and development workers. The nursery establishes itself firmly in the community and the leadership team values the input from other professionals to help to drive improvements for children. The leadership team keeps abreast of new initiatives in childcare and education. They put effective systems in place to develop staff's knowledge and competence. For example, the vast majority of staff are qualified first aiders and staff have started their training to undertake children's progress checks at age two. Although there are no children with special educational needs and/or disabilities attending the nursery has a designated special educational needs coordinator (SENCO) who is working closely with the local authority to advance SENCO training. The monitoring of staff's performance is well established, although there are a few minor weaknesses in the management of provision for children's learning and development. The management team is very quick to acknowledge how they can support staff to drive improvements for the benefit of children. They recognise the importance of enhancing staff's professional development, strengthening teamwork. The management team has worked proactively in response to recommendations made at the previous inspection. Effective use is made of self-evaluation. Very good systems are implemented to evaluate the nursery's performance and to prioritise aspects for development. The leadership team is careful to reflect and consider the views of all users. As a result a strong capacity to maintain continuous improvement is demonstrated.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
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Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
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Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.



## Setting details

<b>Unique reference number</b>	EY366378
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	884758
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	85
<b>Number of children on roll</b>	98
<b>Name of provider</b>	Brindley House Properties Ltd
<b>Date of previous inspection</b>	03/12/2008
<b>Telephone number</b>	07890968612

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their



Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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