

# Brambley Cottage Day Nursery

157 Beverley Road, Hessle, East Riding of Yorkshire, HU13 9AS

<b>Inspection date</b>	31/10/2012
Previous inspection date	23/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Children's language development is given high priority. Practitioners confidently engage children within inclusive, fun and educational circle times.
- Practitioners have a secure knowledge of the Early Years Foundation Stage and fully embrace the key person system, developing children's play from their interests and extending this interest within all areas.
- Children show high levels of independence, they are willing to 'have a go' and experience new things, and show curiosity when exploring the learning environment indoors and outside.
- Children gain a great deal of confidence through accessing their snack and their lunch; they express their preferences, and discuss their likes and dislikes willingly.

### It is not yet outstanding because

- There are secure systems in place to ensure all practitioners knowledge and practice is monitored through induction procedures, appraisals and training. Although, supervision procedures are not currently focusing enough to identify the impact of staff's practice.

## 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.

## Inspection activities

- The inspector observed activities in all six rooms and in the outdoor learning environment. She also observed snack and lunch time.
- The inspector looked at children's folders, observations, learning journeys and assessment records, and a selection of policies and procedures.
- The inspector completed a peer-on-peer joint observation with the manager and had discussions with the key persons.
- The inspector held meetings with the manager and two owners.
- The inspector also took into account the views of parents spoken to on the day.

## Inspector

Caroline Stott

## Full Report

### Information about the setting

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

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. There are currently 131 children attending aged from six months to five years. The nursery provides early education funding for three- and four-year-olds. The nursery employs 24 members of childcare staff, most staff hold a level 3 qualification or above. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support from the Local Authority.

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

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

- develop supervision and coaching to improve practitioners personal effectiveness, such as, completing peer-on-peer observations.

### **Inspection judgements**

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

The practitioners have a secure knowledge of the seven areas of learning of the Early Years Foundation Stage. Practitioners observe children regularly to identify children's next steps in development and assessments are completed to show children's learning and progress. The baby rooms ensure that the prime areas of learning are supported well. For example, communication and language is encouraged through nursery rhymes and sensitive practitioners talk to babies during their routines and their play. This promotes positive relationships and children's engagement, stimulating their interest to 'have a go', investigate and experience their environment with supporting familiar adults. Babies move within their rooms well, pulling themselves up to use low equipment and toys, to manoeuvre and explore using all their senses and physical experiences.

Communication and language is highly encouraged through daily regular circle times in each room. For example, discussions about the weather and clothes needed, days of the week, months and seasons, enables children to talk about past and present events, and recognise similarities and differences, understanding their world. Younger children choose their favourite song and animate this with familiar actions and words, inspiring repetition and vocalisation. Literacy is encouraged well as all rooms and the outdoor areas provide children with the opportunity to explore books. Pre-school children explore letter sounds, increasing their knowledge of phonics. They are encouraged to copy specific words, such as, witch and spider on the writing table. Children use this area well as children make cards and notes for particular people, for example, granddad and their friend. Their symbols and marks on these are described well and children express how these represent

names and messages. These explanations connect their ideas and their understanding.

Mathematical development is promoted successfully as children within circle times are encouraged to count their friends. Pre-school children are encouraged to find numbers and write this number, displaying their confidence with numerals. Mathematical language is supported further as children build rockets with bricks and are encouraged by practitioners to look for triangles and cones, displaying the shape required. Younger children discuss taller and shorter whilst building towers, and a child quite confidently showed everyone her 'welly tower', displaying her balancing skills. Hence, recognition of numbers, patterns and shapes within their play and the environment engages children positively.

Toddlers enjoy the computer supported by engaging staff to click on animals, promoting animal sounds and their names. The older pre-school children use the computer independently, displaying their confidence and competence within programmes and with mouse skills. Therefore, children's understanding of technology for particular purposes is demonstrated effectively within their play and explorations. Creative development is fostered well, as children's imagination is stimulated through the awareness of Halloween. They stir pots of glittery liquid and investigate trays of coloured sand. They discuss spell recipes and make marks within the sand, which animates children to say they have drawn a 'spider' and 'a web'. Children thoroughly enjoy playing with spiders in jelly; practitioners encourage them to feel this medium, promoting words, such as, cold, wobbly and spider. Children excitedly request looking at themselves and their friends on the screen of the camera, displaying their confidence and positive relationships with others.

Practitioners work closely with parents to help children settle and encourage them to give feedback about their children's interests, achievements and progress. Through several methods, such as the 'About me' and 'My Family tree' sheets, these help parents share what they know about their children. The 'Special box' display in the pre-school room exhibits how children and parents have selected items that show children's interest and likes through familiar items, such as, food, books and photographs of pets. Parents can view children's folders at any time and are encouraged to add to younger children's daily diaries and children's next steps sheets. Parents are encouraged to add their thoughts to the informative newsletter and use the e-mail facilities on the helpful nursery website.

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

The well-embedded key person system ensures that every child's care and development is adapted to meet their individual needs. Each room has a detailed display of the key person system, providing parents and children alike, the secure familiarity of this, to secure and build positive relationships for all. Practitioners have a secure understanding of children's interests, likes and dislikes, needs and routines, therefore, enabling children to form secure attachments. A four week tracking observation system ensures children and practitioners are developing appropriate bonds and practitioners observe children's play and interest, and record children's language.

The nursery is lively and well organised, and offers a variety of areas for children to explore freely, to gather resources independently to support their interests and develop their play. Baby sign language is encouraged throughout the nursery and children engage with practitioners as they discuss and sign familiar colours. Children's behaviour is managed well, they are reminded to be kind to their friends and encouraged to say sorry. Older children are encouraged to use thumbs up or down, to listen and look, and are supported to be polite. This develops a good understanding of appropriate and acceptable behaviours and boundaries within the nursery. Toddler practitioners encourage children to recognise acceptable behaviour within circle time discussions, using the familiarity of room rules on balloons. The older pre-school room has signs about the environment, such as happy and sad, enabling children to explore their feelings and develop an awareness of the feelings of others.

Children are provided with a healthy snack, such as bread sticks and raisins. Older children self-select their snack through a cafe system, where they collect their name cards and pour their own drinks. Children are encouraged to wash their hands before snack and lunchtime, ensuring healthy practices are maintained and supported. Practitioners discuss hygiene and hand washing procedures and children confidently reply 'germs are yucky'. The outdoor space can be accessed from each room, inspiring an understanding of the importance of physical exercise for children of all ages. Younger children mix together to enjoy this free-play fostering early friendships and negotiations. Older children engage in free-flow play, moving between their room and their outdoor environment freely. Older children use a pipette to move water from one bucket to another, supported by knowledgeable practitioners who teach children this skill using encouraging language, such as squeeze and release. This supports children to practise specific manipulative skills to gain increasing control.

Parents are offered visits to the nursery initially to help children settle into nursery life. Transitions from room to room are supported well through structured visits, assisted by familiar key persons and the 'It's time to move onwards and upwards' sheet. This provides practitioners with further knowledge of the child and parents have an opportunity to add to these, offering the sharing of information. The nursery maintains strong links with the local schools. For example, reception teachers are invited into the nursery and key persons visit the local schools. This provides continuity and coherence for all children and aids their transition into the next stage.

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

Effective documentation is in place to help assess children's learning and development across the seven areas of learning of the Early Years Foundation Stage. Children's starting points are sought from parents on the 'About me' sheet before the children start at the nursery. Children's learning journeys include photographs of children within their play and learning. Snap shot and long observations linked to the areas of learning explore children's individual interests and their abilities, these incorporate children's next steps of development. The tracking observations and detailed assessment grids exhibits how key

persons monitor their key children, ensuring each child's individual needs and stages of development are observed and met. These systems for observing what children can do enable practitioners to identify gaps in children's learning or development.

The progress check at age two has been implemented for children aged between two and three years. This indepth summary clearly identifies children's development within the three prime areas of learning and considers the four specific areas of learning. Parent's knowledge of their child is sought to add to this, clarifying children's learning and developmental needs. Effective planning incorporates children's individual interest, their next steps of development and adult-led activities, ensuring children encounter a broad range of experiences. The manager monitors all children's learning and development through detailed overview grids across the seven areas of learning. These methods ensure all children's progress is evaluated to ensure children's abilities are tracked through the learning and development requirements of the Early Years Foundation Stage.

The nursery places a high priority on safeguarding children. The nursery entrance is via gates to the grounds. Parents use a keypad code to gain access to the main building. Parents and visitors are welcomed in only by the practitioners, keeping children secure and safe. All practitioners complete safeguarding training and are aware of local safeguarding procedures. Clear policies and procedures are known and implemented by staff. The nursery has completed a comprehensive self-evaluation, taking into account staff and parents' views, using information gained from questionnaires and regular meetings. Strengths and weaknesses have been identified and the management team has developed targets to improve outcomes for children and the nursery. The management team are inspired to improve their team's knowledge and learning. They hold regular staff meetings and appraisals, and practitioners have individual professional development records. There is a well-established system in place to ensure all practitioners knowledge and practice is developed, through induction procedures and training. However, peer-on-peer observations are currently not in place to evaluate the impact of staff practice with the children.

The nursery has good links with external agencies that help to secure appropriate interventions for children to receive the support they need. For example, outside charitable agencies aid children and the nursery's practitioners, offering specialist assistance and providing collaboration, enabling children's individual needs to be met. Key persons attend meetings to support the children and their family, to gain additional support, specialist assistance or funding as required. Appropriate interventions are maintained and the assessment process is adjusted to meet each child's differing needs. This clarifies where children are in their development, identifying gaps in their learning and progression and helping to close any identified gaps.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
-------	-----------	-------------

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.
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.
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.
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.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## 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>	314584
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	818988
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	65

<b>Number of children on roll</b>	131
<b>Name of provider</b>	Brambley Cottage Day Nursery LTD
<b>Date of previous inspection</b>	23/11/2011
<b>Telephone number</b>	01482 640790

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### **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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

