

The Brampton Day Nursery

62 High Street, Brampton, HUNTINGDON, Cambridgeshire, PE28 4TH

Inspection date

Previous inspection date

08/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 setting has a strong commitment to safeguarding and ensuring children's safety.
- The leadership and management of the nursery is strong and highly effective at bringing about changes that have a positive impact on children's care and learning experiences.
- A secure key person system helps all children form warm and secure attachments, promoting their well-being and independence. Older children demonstrate high levels of confidence and self-esteem.
- The effective planning and assessment procedures and stimulating environment ensure that children are offered a broad range of activities and resources, which engage them and build on their individual interests and learning needs.

It is not yet outstanding because

- Resources and images that enable children to begin to learn about diversity in the wider world, are limited.
- Opportunities to obtain information from parents about their children's learning and development on entry, or on an ongoing basis, have not yet been fully explored.
- There are missed opportunities by staff in the baby room to further promote the youngest children's communication and language development.

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 observed activities in the baby room, pre-school/toddler room and outdoor area, including a joint observation with the setting manager of an activity in the baby room.
- The inspector held a meeting with the manager and registered provider of the provision.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.

Inspector

Anna Davies

Full Report

Information about the setting

The Brampton Day Nursery was registered again in 2012 under the new ownership of Wigwam Nurseries Ltd. The nursery is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register and operates from a converted building in Brampton near Huntingdon, Cambridgeshire. There is an outdoor play area for all children. The nursery is open each weekday from 7.30am to 6pm, all year round,

except for Bank holidays. The nursery is accessed through a side gate. There are currently 32 children on roll, all of whom are within the early years age range.

The nursery employs nine staff, including a manager, who holds Qualified Teaching Status. Four staff members hold a qualification at level 3 and three staff hold qualifications at level 2. One member of staff is working towards a qualification at level 3. The nursery provides funded early education for three- and four-year-old children. The nursery supports a number of children, who speak English as an additional language.

What the setting needs to do to improve further

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

- develop the use of opportunities to enhance children's communication and language development in the baby room by talking through and commenting on activities to highlight specific vocabulary
- increase children's understanding of the wider world by developing the range of resources and images that reflect the diverse society in which they live
- develop further opportunities for parents to contribute towards their child's learning and development record, this relates to children's starting points at the beginning of care as well as on an ongoing basis.

Inspection judgements

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

Effective planning and assessment systems have been implemented throughout the nursery. These show how the prime and specific areas of learning are covered to ensure a broad and balanced range of activities are provided for children. Regular observations are made, in order to ascertain where children are at in their learning and next steps are identified and used to inform planning. This means that activities meet children's individual learning needs and interests. Any concerns about children's development are discussed with parents and information is sought from any other settings that the child attends. This ensures a consistent approach and full understanding of the child's needs. Children who speak English as an additional language are well supported and have opportunities to use their home language in the nursery, for example, with a bilingual assistant.

Staff are knowledgeable about the learning opportunities presented during different

activities and most use spontaneous opportunities that arise well, in order to further promote children's learning. For example, toddlers help to make pizza dough and are thoroughly engrossed as they count the spoonfuls of ingredients needed, learn about the importance of handling more fragile ingredients, such as eggs, carefully and help to mix and knead the dough. Staff promote discussion and ask questions, which encourages children to think and develops their communication skills effectively.

Older children are confident communicators. They are eager to take part in discussion but also demonstrate that they are able to listen to others as they make their own contributions. Most staff use spontaneous opportunities well, in order to promote and develop children's use and understanding of language. For example, children are encouraged to talk about their pets at home as they read a story about a dog or discuss the pictures, which they have drawn. However, there are missed opportunities to promote and reinforce the youngest children's communication and language development in the baby room. Interaction during activities sometimes lacks commentary or emphasis of simple key words, in order to help young children as they begin to use and imitate words and sounds. Young babies show increasing hand and eye coordination as they hold two objects and bring them together to make a sound. They are well supported in their physical development as they develop the strength to sit unaided with close staff support. Older children confidently use number language and are encouraged to do this through spontaneous activities, such as, counting the number of children in the line or the number of wheels in their picture of an ambulance. Pre-school children demonstrate growing observational skills as they notice key differences between shapes. For example, they comment that the triangle is 'pointy' and understand that a square has four corners while a triangle only has three. Children solve problems as they work out how to retain the circle during ring games. They are encouraged to respect other children's home languages and learn some key words themselves. Children have opportunities to celebrate multicultural festivals and traditions. However, there are few resources, or images displayed, that help children to appreciate the diverse society in which they live and to gain these positive messages through their play. Babies enjoy sensory activities and investigate a wide range of media such as water with glitter in it, jelly, custard and shaving foam. This gives babies opportunities to explore and use their senses. Pre-school children begin to create very detailed pictures. For example, they clearly draw an ambulance with many identifiable features. Children enjoy sharing books. Staff read stories with enthusiasm, which holds children's attention. They point to the words as they read, which encourages children to recognise that print carries meaning and effectively promotes their early literacy skills.

Children benefit from a completely refurbished and well-resourced setting. The nursery is bright, welcoming and child-orientated with low-level furniture and storage units to ensure that activities and resources are freely accessible to all. The outdoor area provides a stimulating area for children to explore. For example, they enjoy the natural environment, playing hide and seek behind the trees and using their senses to investigate their bark. Babies have a separate garden, which ensures that they are able to enjoy safe, outdoor play.

Regular 'all about me' sheets are jointly completed by parents and staff. This gives parents the opportunity to comment specifically about children's interests at home and for staff to detail children's next steps of learning, so that they can be supported at home. However,

there are less opportunities for parents to record or discuss more detailed information relating to children's achievements in their learning and development, either at the beginning of care or on an ongoing basis, in order to inform and enhance initial and ongoing assessment arrangements and ensure that staff have a holistic view of each child's learning, development and progress. Feedback about children's progress is given to parents on a regular basis either through summative assessment reports or consultations.

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

Key persons are sensitive to their key children's individual circumstances, such as, when a new baby arrives in the family or following a period of absence from nursery. They support and reassure children well and ensure that they build up secure attachments with them and therefore, gain confidence in their parents' absence. Each child's key person has a good knowledge about their individual needs and preferences. For example, when a baby shows signs of tiredness, the key person promptly responds; reassures the child, fetches their comfort blanket and settles the child readily for a sleep. This gives children confidence and a strong sense of security. Children develop good relationships with each other, for example, listening as others talk and playing cooperative games in the garden. Children are gaining much confidence as they develop their independence and self-care skills. For example, staff encourage children to try to do their own coats up and put on their own shoes. When children succeed, they proudly exclaim 'I did it!' and staff reassure them of their belief in their capabilities by saying 'I knew you could do it', which boosts their self-esteem. Older children use the bathroom independently and low-level toilets, basins and liquid soap dispensers facilitate this.

Children are encouraged to consider the importance of physical exercise; how this contributes towards a healthy lifestyle and the effect it has on their bodies. For example, following exercise, one child comments that their heart 'goes fast and fast'. Clear procedures are in place to promote good hygiene. For example, no outdoor shoes are worn on carpeted areas, which means that babies can roll around and explore and investigate their surroundings in a clean environment. Older children are reminded about good hygiene, for example, not putting biscuits that have been touched back into the tub and why this is important. Children's good health benefits from a range of balanced and nutritious meals and snacks, which are prepared and cooked on-site. Menus take account of nutritional advice from relevant organisations as well as the individual and dietary needs of the children.

Secure systems for the administration of medication and the dealing with any accidents ensure that children's safety and welfare is protected. For example, all relevant details are obtained from, or shared with, parents. Children learn about safety and are encouraged to take supervised risks. For example, they climb low-level trees and help staff to check the garden for any hazards before being allowed to freely play. Children are well prepared for transitions both within the nursery and when it is time to move onto school. Older children are gaining vital skills, such as, self-confidence and social skills, in order to support future learning.

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

The registered person and new manager provide a strong, united leadership and are both highly committed towards providing the best quality care and education for each child. They both share the same focus and vision and constantly strive to improve and develop the nursery. The knowledgeable and enthusiastic manager provides an excellent role model for the new team of staff. She leads by example and ensures that staff fully understand their roles and responsibilities and are well supported to access further training according to their individual needs. This ensures that staff are well informed about changes and how new systems, such as those for planning and assessment, are to be effectively implemented to ensure that the concept of the unique child is embraced.

Clear and effective systems are in place to monitor all aspects of the provision. Accurate self-evaluation ensures that priorities for improvement are well targeted and the setting continues to drive forwards for the benefit of the children who attend.

Safeguarding children is given a high priority. Recruitment procedures are robust, ensuring that all adults working with the children, are suitable to do so. Thorough risk assessment procedures are implemented effectively by staff, which ensures that children are cared for in a safe and secure environment. For example, sleeping children are checked every 10 minutes to ensure their safety. Staff and management are clear about the procedures to follow should there be child protection concerns about a child. All relevant literature is in place to support staff should they need to make a referral, in order to protect children from harm or neglect.

Parents receive a good level of information about the nursery and the activities that children have enjoyed, through the noticeboards and regular newsletters. The nursery has clear plans in place to establish working partnerships with other providers when children attend more than one setting, so that continuity is promoted.

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
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

Unique reference number	EY448410
Local authority	Cambridgeshire
Inspection number	797909
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17

Total number of places	42
Number of children on roll	32
Name of provider	Wigwam Nurseries Ltd
Date of previous inspection	Not applicable
Telephone number	01480 433896

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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