

Brookbank Private Day Nursery

239 Mottram Road, Hyde, Cheshire, SK14 2PE

Inspection date	12/11/2012
Previous inspection date	26/09/2011

The quality and standards of the early years provision	This inspection:	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

- There is an extremely high level of commitment by the management team to safeguard children and work in partnership with parents and other professionals to ensure children are kept safe and achieve to their full potential.
- Children are provided with a broad range of learning experiences across all seven areas of learning. The learning environment is well resourced and planned for with good quality equipment which offers children interest and challenge.
- Their individual needs and next steps are well planned for. As a result, all children show good progress in their development.
- All staff complete training in six core skills and these are revisited every three years to ensure they are skilled practitioners. Induction procedures for new staff are thorough and robust.

It is not yet outstanding because

- Not all the staff are fully confident in the revised observation, assessment and planning systems to ensure that the system is fully robust in consistently tracking children's progress.

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 all the playrooms.
- The inspector held meetings with the manager and spoke to room leaders and childcare staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation, the nursery's self-evaluation form and a selection of policies, including safeguarding and risk assessments.

Inspector

Susan Heap

Full Report

Information about the setting

Brookbank Private Day Nursery was registered in 2003. It is one of a chain of nurseries run by Treetops Nurseries Limited and operates from a three storey building located in Hyde, Cheshire. Children are cared for in eight rooms spread across two floors and have access to a secure outdoor play area. Indoor and outdoor areas are accessed via a number of steps. The nursery serves children from the local area.

The nursery is registered on the Early Years Register and on the compulsory and voluntary

parts of the Childcare Register. There are currently 146 children aged from three months to five years on roll. The nursery supports children with English as an additional language and children with special educational needs and/or disabilities. It receives funding for the provision of free early education to three-and four-year-old children.

The nursery is open Monday to Friday from 7am to 6.15pm, all year round and is closed for Bank Holidays. There are 17 members of staff, 10 of whom hold early years qualifications at level 3. The deputy manager has a BA (Hons) degree in Early Years Education and is working towards Early Years Professional Status. Two members of staff are working towards a Foundation Degree in Early Years and Childhood Studies and one member of staff has Early Years Professional Status.

What the setting needs to do to improve further

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

- monitor and evaluate the delivery of the revised observation, assessment and planning systems, for example, by ensuring that all staff are confident in its delivery.

Inspection judgements

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

Children are cared for in a warm welcoming learning environment which is planned thoughtfully so that children can choose what they do from a range of good quality toys and equipment. The staff have a well-developed knowledge and understanding of children's individual needs and interests. This successfully enables them to respond to their individual care, learning and developmental needs. Those children who have identified learning needs are progressing well because staff demonstrate a good level of commitment to ensuring they achieve their full potential. The company has introduced new observation, assessment and planning documentation which means that children's progress is carefully observed, recorded and their next steps planned for in their own 'learning journeys'. A new tracking system linked to the revised Development Matters for the Early Years Foundation Stage demonstrates that all children are within their developmental age bands and are making good progress given their starting points and capabilities. The majority of staff are confident in how to implement these new systems. However, the monitoring systems to ensure their successful delivery are not yet fully embedded into practice to ensure children's progress continues to be fully supported, for example, some staff are less confident about how to link some of their observations to the

relevant areas in the new records to ensure that the tracking system of children's progress is fully robust. The staff caring for younger children show a good knowledge and understanding of how and when to implement the assessment check for children aged two years depending on children's level of attendance. As a result, meetings with parents to discuss children's progress are already planned for.

As children do not have direct access to the outdoor area for continuous indoor and outdoor provision, the planning of activities takes place to ensure that all children have daily access to fresh air and exercise in the extensive grounds to promote their health and well-being. Trips into the local community, include shopping trips to the local supermarket where they buy fruit, ingredients for their baking activities or buy flowering bulbs to plant in the garden or 'wellie walks' in the local wood. Children animatedly describe how they enjoy splashing in the puddles in the outdoor area or searching for spiders. Children of different ages show great interest in technology. For example, young babies enjoy exploring push button toys while pre-school children enjoy activities using the interactive table. They concentrate for long periods on this and learn how to share and take turns so that everyone has the opportunity to play. Planned activities in the mathematics area mean that pre-school children can explore numbers and colour.

Group and story times are used effectively to develop children's listening, language and communication skills. For example, activities, such as the 'Story of the Month' or 'Rhyme of the Fortnight' introduce children to well-loved stories or songs, such as Goldilocks and the Three Bears. This also means children learn about size and initial number sequences. Pre-school children listen intently to a story, confidently predicting what happens next, joining in repeated refrains and making connections to other stories they have enjoyed. They demonstrate very good recall about things and stories which have interested them.

All children have lots of opportunities to explore and investigate through sensory play, using a variety of materials. For example, babies and younger children concentrate intensely as they shake sensory bags filled with dried pasta or bird seed. Painting and gluing and sticking activities enable children to express themselves creatively while well-planned role play areas, such as the doctor's surgery, enable them to act out real life scenarios. Daily verbal and written exchanges of information between the parents and the children's key person ensure children's individual needs are continually identified and met, particularly at times of transition as children move into a new group room. Children are well supported in their transitions to school through well developed systems for sharing information with school staff and welcoming teachers into the nursery, this helps children feel secure when making the move into a school environment.

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

Each of the children's rooms provides good quality learning opportunities and resources at children's height, enabling them to play and explore. All resources are placed attractively at a low-level in the baby room, and activities are planned to take place on the floor or at low-level tables. A variety of sensory experiences, such as well-stocked treasure baskets, musical instruments and sand, enable babies to explore what they can see, hear and feel.

The staff are responsive to their needs, such as when it is time to sleep and when they need their nappies changing. They recognise when resources require extending to meet babies changing development needs, such as providing equipment for them to pull themselves up.

Children confidently seek a favourite member of staff or key person if they are tired or upset. Staff respond positively, giving words of encouragement. Many children stop at the office on their way home to give staff a farewell cuddle which shows they feel safe and secure. Children's art work is valued and displayed in each of the children's rooms, which gives them a sense of belonging and develops their self-esteem. They become confident and self-assured as they acquire everyday skills, such as, serving fruit at tea time or collecting the plates when children have finished eating. Lunch and snack time routines are well-established where children sit with their key person or another adult. All children show good levels of knowledge and understanding of their own needs, as they confidently ask for more pizza at tea time developing skills for the future. Staff work very well with parents, particularly on managing children's behaviour which means that consistent strategies are used. The careful use of reward charts is particularly of benefit for children whose behaviour may be challenging at times.

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

Children are safeguarded by a highly effective staff team who have an excellent understanding of safeguarding and keep up-to-date with training. There is a clear line of management for the reporting of concerns and an excellent understanding of appropriate support networks, such as the use of the Common Assessment Framework. Robust systems are in place to ensure the ongoing suitability of all staff, students and temporary cover staff; this includes appropriate vetting checks and robust induction programmes. It is company policy that all staff undertake training in six core skills which include first aid, health and safety, safeguarding, equality and diversity, food safety and caring for children with special educational needs. These are repeated every three years to ensure the staff's knowledge and practice is up-to-date. Unvetted new members of staff wear a 'Roarie' the lion badge which indicates to all staff that they should not be left unsupervised with children until all checks have been completed. Risk assessments are of good quality and reviewed and updated on a regular basis to ensure that children continue to be cared for in a safe environment.

The manager has a high level of understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Through reflecting on their practice and self-evaluation, the whole staff team successfully identify areas for development, such as developing an outdoor sensory area, learning sign language or monitoring the revised observation and assessment systems. The nursery is effectively led and managed by an enthusiastic, conscientious and professional management team who work with the manager to support the staff team fully in their daily practice. There is a strong commitment to staff development through in-house training or from other professional organisations. Recommendations from the last

inspection have been successfully completed, such as the introduction of the 'Rhyme of the Fortnight' and 'Story of the Month'. These have improved children's enjoyment of songs and stories and help develop their communication and language skills.

The nursery's engagement with parents is of a very high quality. They have free access to their child's learning journey records at all times. They are actively invited to contribute their ideas comments and observations to these at regular intervals, if a child has a new interest or achievement and also through the three-monthly parents meetings. Parent workshops are held throughout the year to support parents in their child's learning and development, such as, managing children's behaviour or activities which parents can do at home which are linked to the seasons or a specific theme. The manager and nursery staff demonstrate a high level of flexibility in meeting the needs of working parents, for example, giving parents opportunities to discuss their children's progress during the day if they cannot attend the parents' meetings. There is a strong ethos for staff to support all children, especially those with special educational needs and/or disabilities. All staff have high aspirations for children's individual progress through effective partnership working with parents and other professionals.

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	EY268852
Local authority	Tameside
Inspection number	886516
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	128
Number of children on roll	146
Name of provider	Treetops Nurseries Limited
Date of previous inspection	26/09/2011
Telephone number	0161 3661645

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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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