

# Brockhill Barn Private Day Nursery

Brockhill Farm, Brockhill Lane, REDDITCH, Worcestershire, B97 6RB

<b>Inspection date</b>	10/12/2012
Previous inspection date	16/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff work together to plan high quality, challenging activities which meet the needs of all children. They observe and assess children and use the information to ensure that each child's next steps are built into their daily activities with their interests in mind. This means that all children make very good progress at their own pace.
- Children are very well safeguarded at the nursery as staff have a thorough understanding of child protection and know how to keep children safe while they are at the setting. They are supervised vigilantly and there are robust staff recruitment procedures to ensure they are suitable to work with children.
- Excellent monitoring of teaching and planning means that the provision is continually improving. Staff identify areas for improvement and attend training courses to focus their knowledge and skills. This ensures that children benefit from the exciting opportunities and resources provided for them.
- Children's health and well-being are promoted very well. They are all settled, happy and secure in the warm, family atmosphere of the nursery. Staff know the children and their parents well which means they share information about children's preferences to enable them to meet all their individual needs.
- Staff work very well in partnership with parents and with other professionals. Parents are fully involved in their children's learning through working with them at home and by sharing their achievements with staff each day.

## **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 three main play rooms.
- The inspector held meetings with the provider, the manager and the deputy manager of the provision.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

## **Inspector**

Catherine Sharkey

## Full Report

### Information about the setting

Brockhill Barn Private Day Nursery was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on a working farm site on the outskirts of Redditch and Bromsgrove, Worcestershire and is managed by the proprietor. The nursery serves the local area and is accessible to all children. It opens on Monday to Friday from 7.30am to 6pm for 51 weeks of the year, with the exception of Bank Holidays. It operates from an open-plan purpose-built barn conversion and there is a fully enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, eleven hold appropriate early years qualifications at level 3 and one has Early Years Professional Status. Children attend for a variety of sessions. There are currently 76 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. 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:

- continue to further develop ongoing training, professional development and highly effective self-evaluation in order to maintain the provision of high quality learning experiences for all children.

### Inspection judgements

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

Staff plan very effectively using their observations and assessments of children. They know them well and observe their play so that their interests and needs may be taken into account when planning. This means that all children build on their learning and make very good progress. The pre-school children are asked what sort of activities they would like to do for each theme and what they would like to find out from them. This engages children's interest and motivation so that they are eager to learn. Staff evaluate and

reflect on their teaching and planning and adapt activities to further improve their purpose and effectiveness. Each child's next steps are included in planning so that they are all working towards their own targets within the early learning goals.

Parents are all fully involved in their children's learning as they share information with staff about their children's progress and well-being on a daily basis. A home-link book is used to record information and parents may contribute to their child's profile with comments or photographs. They work with children at home to support their learning and development and are involved in many events at nursery. For example, they attend a carol concert and are invited to 'stay and play' whenever they wish or to have lunch with the children. Parents sometimes support children's learning further, such as when they read a story in their home language or bring a fire engine or police car to extend children's knowledge of people who help us. Parents fill in observation slips which are used to contribute to children's profiles and they are invited to comment on all aspects of the provision. They are provided with excellent information on the purpose of children's activities through the nursery displays and through written information on their notice board.

Babies enjoy exploring the exciting objects and textures in their colourful, well-resourced room. They feel shaving foam on their hands and feet, make tracks in it with toy cars and clap their foam-covered hands to see what happens to it. They choose the toys they want from an interesting range set out on the floor or from boxes at low levels that they can access easily. They enjoy looking at themselves in a mirror to develop their awareness of self and play happily with staff on the floor. Staff talk to the babies and stimulate them by encouraging them to reach for the toys they want and talking to them about what they are doing. The babies repeat the sounds and words made by staff so that they develop their communication and language skills. Toddlers are developing their problem-solving skills effectively. For example, a child builds a tall tower with different shaped wooden bricks. He balances these on his own and tests each brick carefully before he places it on the tower. When it falls down, he starts again and perseveres well. All children are fully engaged in their play and enjoy involving adults. They are given the freedom to lead their play and to develop it in their own way. The pre-school children develop their technological skills well through their use of the computer and all children use a wide range of push-button toys and other technological equipment very well. Pre-school children are beginning to learn the shapes and sounds of letters as they self-register on arrival. They count and use mathematical skills in their daily activities. The pre-school children benefit from their experiences at a forest school site where they explore their environment and take controlled risks with supervision, such as helping to light a fire with sticks. This develops their confidence and independence very effectively.

Children with special educational needs and/or disabilities are supported very well as their key persons and other staff plan their activities specifically to meet their needs so that they make very good progress at their own pace. Staff work closely with parents and other professionals, such as a speech and language therapist and an occupational therapist. Staff know and understand children's medical needs and what to do to if they become unwell.

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

All children are very happy and calm at the nursery. They have good relationships with other children and staff and are engaged well in their activities. Pre-school children recognise their 'tidy up' music and are happy to help to put the toys away ready for lunch. They enjoy a sociable chat over lunch and at snack time, and babies enjoy showing each other what they have chosen to eat. They all enjoy the healthy and nutritious meals and snacks provided at the nursery and older children learn to manage their cutlery well. All children are encouraged to be independent in their self-care and their choice of resources. For example, they help to put their coats and boots on to get ready to go to forest school. Children learn how to care for their teeth and keep themselves clean as they each have their own flannel and toothbrush which they use before and after meals.

Children grow their own vegetables at nursery so they learn where their food comes from. They eat the potatoes, courgettes, beans and other vegetables they grow and take some home. This teaches them to make healthy choices and they find out what plants need to grow. The outdoor areas are used very effectively for all kinds of exciting activities. A covered area means children may go out in most weathers. They develop their physical skills well through the use of wheeled toys, balls and other equipment, and a large field is used for activities requiring more space. Children show they feel secure at the nursery as they sit on their key person's lap and enjoy telling them about their play. Babies sleep easily when they are rocked in their chairs and are relaxed as they are bottle fed. Children are given confidence when they are praised for their good manners or achievements and behaviour is very good. Staff record messages about children given to them by parents so that they are able to be sensitive regarding any factors which may be affecting a child that day. Children take turns to take home a bear which involves parents in their learning as they write about it or bring photographs to nursery about what the bear has done at the weekend. The bear also acts as a way for older children to express any worries they may have, such as starting school. They talk to the bear about their apprehensions, so staff are able to allay these fears through discussion at nursery. Their transition to school is also eased as some school staff visit the nursery to meet the children before they start.

Children's health is very well protected. Those children with allergies or particular food preferences have the information on their table mats so that all staff know what they may or may not have. Accident and medical records are well kept and the implementation of effective policies prevents the spread of germs or sickness.

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

Children are safe at the nursery as the premises are secure and staff have a comprehensive knowledge of child protection and how to keep children safe. Daily checks are made to ensure the premises and equipment are safe and clean and no unauthorised adults are able to gain entry to the building. Staff know parents well and they are informed if another adult needs to collect a child and a password is used. The management ensure that all staff have read and understood the policies and procedures to keep children safe and that these are carried out. Robust recruitment procedures ensure that staff are suitable to work with children and they receive a detailed induction

and mentoring period until they are familiar with the nursery practices.

The provider, the manager and the deputy manager monitor teaching and planning highly effectively. They meet with staff every six weeks to discuss their performance and professional development and ensure that all staff have a thorough understanding of the Early Years Foundation Stage. Areas for improvement in staff performance and provision are identified and training courses are attended as a result. This means that children receive high quality learning experiences. There is excellent teamwork in planning and assessment and the enthusiastic staff carry out meticulous self-evaluation in order to continually improve on all aspects of their provision. The local improvement advisor makes a very positive contribution in assisting staff to monitor their provision and visits the setting on a regular basis.

The nursery works very effectively with parents and other professionals to support children with special educational needs and/or disabilities. Close links with other local early years providers mean that ideas and best practice are shared and there is continuity of care and learning between the nursery and children's other settings. Parents and carers are involved in supporting their children's learning and their views and those of the children are valued and used to make positive changes to provision. For example, parents attend a carol concert to sing with the children. The nursery provides highly stimulating learning opportunities and a secure foundation for children's future learning and development.

### 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.
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>	EY345685
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	878281
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	46
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Emma Louise Rawlins
<b>Date of previous inspection</b>	16/03/2011
<b>Telephone number</b>	07773 190543

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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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