

Brambly Hedge Private Day Nursery

Three Lane Ends Business Centre, Methley Road, Castleford, WF10 1PN

| | |
|--------------------------|------------|
| Inspection date | 04/02/2013 |
| Previous inspection date | 04/11/2010 |

| 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

- The thoughtfully planned playrooms create enabling environments for all ages of children to promote independence and to engage children in purposeful play. Children benefit from a wide range of play materials to support their learning and development.
- The key person system is firmly embedded and children feel very safe and secure. Partnerships with parents, carers and other professionals are strong and as a result, children make good progress in their learning and development.
- There is a strong commitment to improve the provision through the nursery development plan which is made available to parents.
- The extensive outdoor environment has been enhanced with the addition of the woodland area to provide children with a wide range of outdoor experiences.

It is not yet outstanding because

- There are limited opportunities for children to see pictures alongside words in order to enhance their very good understanding of language, particularly in the younger children's rooms and in the outdoor environment.
- The setting is not yet succeeding in encouraging all parents to successfully share their children's achievements at home which could impact on their 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 held meetings with the nursery manager and director.
The inspector looked at accident reports, risk assessments, the provider's self-evaluation form, the provider's extensive web site and a range of other documentation.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector observed children in free-flow and focused activities in all six rooms and during outdoor play.
The inspector observed children, examined the children's learning journeys and planning documentation to establish their progress in learning and held discussions with their key person.

Inspector

Christine Walker

Full Report

Information about the setting

Brambly Hedge Private Day Nursery opened in 1995. It operates from six rooms in a single storey building, situated on the outskirts of Castleford. All children have access to secure outdoor play areas. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year with the exception of bank holidays. The nursery takes and collects a small number of children to and from local primary schools. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the childcare register. Children attend for a variety of full and part-time sessions. There are currently 182 children attending who are within the early years age group. The nursery provides funded early years education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special needs and/or disabilities. It also supports children who may be disadvantaged such as children from workless households. The nursery employs 35 members of staff childcare, 24 of which are qualified to level 3, two hold level 4 and 5 qualifications. A further three members of staff including the manager hold relevant degrees, one of whom has Early Years Professional Status and another is a qualified teacher. The nursery is a member of the Pre-school Learning Alliance and the National Day Nurseries Association. The nursery holds a five star food hygiene rating issued by the local environment agency.

What the setting needs to do to improve further

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

- develop further the children's learning environment by the inclusion of low level pictures and extend the use of words and pictures throughout and to the outdoors.
- develop further ways of encouraging parents to share their children's learning and development at home.

Inspection judgements

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

Staff have a positive impact on children's learning and development so that children make good progress. They are aware of children's starting points and capabilities, taking into

account the length of time children have been at the nursery and how often they attend. Observations and assessment of children's progress are completed in all sections of the nursery. These are kept in each child's individual learning journey where their progress is tracked. This means that staff can identify any child falling behind their peers or below their expected achievements. They are also very aware of any children who are exceeding their expected levels of development and ensure they use the assessments to plan accordingly for each child. Planning is linked to the interests of individual children and their possible next steps in learning and covers all the seven areas of development. Staff are observant and responsive to opportunities to join in play, which stimulates children's interest. For example, staff use appropriate questions to extend children's ideas when playing with the oats, counting the number of scoops it takes to fill the container and talking about the number of mountains they have made before children excitedly flatten them to begin again. Consequently, children persist at activities they enjoy. The nursery offers children an inviting and interesting environment in which to play and learn imaginatively. The provision provides a comprehensive range of good quality toys and activities, which supports children's learning across all seven areas. Children benefit from interesting experiences that they are eager to share and talk about.

Children have access to an extensive outdoor area that provides many opportunities for extending their learning. Each age group has a dedicated outdoor play area which is equipped to meet the needs of that age range. Children also share larger outdoor spaces for energetic play where they can extend their physical skills through climbing, jumping and balancing. They also have a growing area and sensory garden. The nursery has recently extended this to include the 'woodlands' where they enjoy playing hide and seek. They go on a bear hunt and enjoy the freedom to explore the outdoors, examining fallen leaves and counting twigs. This new resource is being developed into a forest centre and provides a wonderful extension to their enjoyment of the outdoors.

Staff interact positively with children and are fully committed to their learning; they talk and play with children skilfully and efficiently. Staff in the baby rooms acknowledge the sounds and gestures of younger children very well. They enjoy a singing session and staff encourage the children to join in the actions and help them with 'Head, Shoulders, Knees and Toes' and then encourage individual children to find their nose then toes, giving praise and encouragement. They introduce vocabulary and ask questions that encourage the babies' language skills. Babies display confidence in their surroundings and choose from the play materials that arouse their interest or curiosity. For instance, babies enjoy exploring the treasure baskets and concentrate as they feel the textures of shiny metal objects, helping them to understand about their environment. Toddlers explore paint and show delight in painting their hands and making hand prints ably supported by interested staff. They concentrate very well and show their expressions as they paint. Slightly older children use their imagination to go camping and enlist staff's help to make a tent, laughing and giggling as they develop this to include windows and invite staff to come inside with them. The staff fully understand, and support children effectively through the areas of learning and know how young children learn best through play and investigation.

Resources are stored at the children's height to promote free choice and independence. They are labelled with words throughout the nursery. However, low level pictures are not currently consistently included, especially in the younger children's rooms and the use of

words and pictures has not yet been fully extended to the outdoors to fully promote children's choice, independence and ability to link words and pictures together. Children learn about the world in which they live as they see positive images of diversity displayed and take part in different festivals and special events that are relevant to the children who attend the nursery. All children have the opportunity to explore and learn about technology using appropriate resources. Younger children explore simple cause and effect toys whilst the pre-school children skilfully use interactive computers and move the mouse confidently. They use many computer games to support their learning, such as making a pond on the farm and filling it with water, frogs and ducks. Older children write their own name with confidence, whilst younger children are developing emerging writing skills. Children show interest in visitors and show them their elaborate drawings, entering into meaningful conversation and discussion. The home corner is well used in all rooms and children make tea and play cooperatively together. All this successfully enhances their learning and development.

Staff prepare children well for the transition from their setting to school through positive discussion. When children are moving on to school they invite the teachers from the schools into the nursery to meet the children. They share the learning journeys with them and also take the children to the school they will be going to. This ensures good continuity of care and education. The manager and staff demonstrate a good knowledge of the requirement of the two year progress check. Information and resources are in place to ensure that these include all of the required information for parents and others. All of these elements enable them to accurately assess two-year-old children's development and provide relevant information to aid their progress. Staff provide parents with good access to written accounts of their child's record of learning. Planning is displayed for them to see on the white boards in each room.

Effective partnerships have been developed with parents. Information is shared on a daily basis with them through discussions and written diaries. They also have access to their children's development records and are invited to parents meetings, thus ensuring continuity of care. Staff encourage them to be involved in their children's learning and to recognise the benefits of being actively engaged in their children's play. Children's learning journeys are made freely available to parents who are encouraged to look at them. Parents are encouraged to contribute to them by completing parent comment sheets which contain details about their achievements at home. However, only a minority of parents currently use these sheets which means that opportunities to extend children's learning are sometimes missed.

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

Staff support children's well-being effectively and the key person system works very well throughout the setting. Children are placed with the key person to foster good relationships and help them settle well. Every child and their family receives a warm welcome in the nursery. This helps children's separation from their parents, puts them at ease, builds attachments and promotes their self-esteem. The nursery promotes transition well as children progress to another room within the nursery. For example, children have settling-in times in their new room and with their new key person. Staff ensure parents

are fully aware of which room their child is moving on to and who their new key person is. Parents have an introduction to the new room, this process has been enhanced following the feedback from parents. This helps to ensure that parents and children feel happy before making the transition. Children in the nursery behave well. Staff's gentle and consistent approach with children set them good examples on which to model their behaviour. Staff also give children lots of positive praise, as they complete a jigsaw together, sharing the pieces. This is particularly beneficial for children with special needs and/or disabilities.

Staff promote children's good health very well. They encourage lots of fresh air for children, with access throughout the day to the well-resourced outdoor areas. Children run around the garden and ride the bikes. This ensures that children benefit from a good level of physical exercise. They learn about a healthy lifestyle, through being provided with a broad range of nutritious meals and snacks, all prepared on the premises. For example, main meals of corned beef hash followed by a yoghurt. Drinks of water are available for all children throughout the day, along with milk at snack times. Children of all ages have a good understanding of the importance of self-care, as they independently wash their hands before having meals and after going to the toilet, ensuring children learn about good hygiene procedures. Babies receive lots of cuddles and can rest and sleep in their own cots as and when they need to, and effective nappy changing procedures are fully implemented. Meal times are an important part of the day where children enjoy positive interaction with each other and staff. Older children help with the setting of the tables and serve their own meals and staff encourage the children to pour their own drinks, offering help when necessary. Older children then clear their plates away. This all helps to promote their independence. Younger children are given levels of support according to their individual needs.

The manager ensures that regular fire drills are practised to ensure that children are aware of evacuation procedures. Children are protected within the nursery through the installed closed circuit television in all rooms, and staff insist on seeing all identification of visitors and also recording the visit. This promotes children's awareness of staying safe and also being cared for in a secure environment. The setting has comprehensive risk assessments in place which have been amended when necessary. Staff enforce the 'golden rules' for older children and are using hand signals and signs alongside words when they gently remind children to walk and not run inside.

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

Safeguarding of children is given high priority. Staff have a thorough understanding of their duty to protect children. There is a comprehensive safeguarding policy and procedure in place, which staff are fully aware of. All staff have attended training on safeguarding and this is updated, ensuring that their knowledge is current should they have any concerns. Robust recruitment, vetting and induction procedures are in place, ensuring adults working with the children are suitable to do so. This ensures that children are cared for by staff who show the required skills and commitment, enabling children to feel secure. Staff have good opportunities for supervision and appraisals with the manager or

room leader. There are regular room and full staff meetings where training needs are identified to ensure that all staff update their knowledge and professional status. For example, all have received training on the new Early Years Foundations Stage. Staff ensure that planning is completed weekly and is adapted to meet all children's interests, any additional needs are identified and their stage of development recognised. Spontaneous activities are recorded and often accompanied by photographs and 'post it note' observations which can then be easily shared with parents who take an interest and comment on its value. This ensures children's skills and abilities are monitored and that they continue to make good progress in their learning.

The manager ensures they have effective systems for self-evaluation that inform the nursery's priorities. These are used to set challenging targets for improvement via the nurseries own development plan and the completion of a detailed self-assessment form. Parents and staff opinions are sought to support this process. The recommendations raised at the last inspection have been addressed. For example, children serve themselves at lunch time and pour their own drinks and children's toilets have been fitted with doors to maintain privacy. The inspection took place following an accident to a child who ran into a table in one of the rooms. The inspection found that the staff were fully aware of their responsibilities and took all necessary steps to ensure that risks are minimised. The manager carried out a review of the rooms following the accident and purchased non-slip feet for the tables to further reduce the risk to children.

The setting has built good partnerships with parents; the manager ensures that settling-in periods meet with parental needs. Parents receive information through regular newsletters and informative notice boards, where information about the Early Years Foundation Stage is displayed to enhance parent's awareness and familiarity with the areas of learning. All key persons' photographs are displayed. The nursery produces a range of information sheets to inform parents about various aspects of children's learning and development, such as, 'outdoor play', 'play dough' and 'potty training'. The director and manager have a secure understanding of their responsibilities in meeting both the welfare and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The nursery works in close partnership with external agencies involved with individual children.

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 | 322070 |
| Local authority | Wakefield |
| Inspection number | 903551 |

Type of provision

| | |
|------------------------------------|--------------------------|
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 132 |
| Number of children on roll | 186 |
| Name of provider | Susan Wakelin |
| Date of previous inspection | 04/11/2010 |
| Telephone number | 01977 604603 |

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

