

# Brook Green Early Years

Hillside Childrens Centre, Eastwick Road, TAUNTON, Somerset, TA2 7HD

<b>Inspection date</b>	19/03/2013
Previous inspection date	21/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children learn through exploring the good range of resources both indoors and outdoors, and most staff provide good support in child-initiated learning.
- Children manage age appropriate tasks, which promote their independence and physical skills well.
- Through strong partnerships, staff ensure children with special educational needs and/or disabilities are fully included and they meet these needs effectively.

### It is not yet good because

- the nursery leadership has failed to meet in full the learning and development requirements but the failure has limited impact on children's progress
- the key person system is not fully effective in meeting every child's welfare needs
- staff do not seek comprehensive information from parents about children's prior learning on entrance to the nursery, to gain a full assessment of their skills and 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children in both the indoor and outdoor environments and staff interaction with them.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff, parents, children and the chair of committee.
- The inspector checked safeguarding information and sampled the documentation, such as policies and procedures, information for parents and children's assessments.
- The inspector took account of the nursery's own self-evaluation.

## Inspector

Elaine Douglas

## Full Report

### Information about the setting

Brook Green Early Years registered at this site in 2005 and owned by Ladymead Under Fives (Taunton). It operates from purpose-built accommodation at Hillside Children's Centre in Taunton, Somerset. Children have access to an open-plan room with one end separated to accommodate younger children and babies. There are adjacent child-sized toilet facilities and an enclosed outdoor area. The nursery is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. There are currently 60 children in the early years age group on roll. The nursery is open each weekday from 8am to 6pm, throughout the year, except for bank holidays and the week between Christmas and New Year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. There are 11 members of staff working directly with children. The manager holds a degree in early childhood studies and one member of staff holds Qualified Teacher Status. Five staff have early years qualifications at level 3 and two hold a level 2. Two staff are working towards a qualification. The nursery also employs an administrator and a cook.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- provide parents with a written summary of their child's development between the ages of two and three years, identifying the child's strengths and any areas where additional support might be needed.

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

- improve the key person system to enhance children's well-being by providing a second key person and deploying staff so children always have a trusted person to carry out their personal care
- increase the information sought from parents on children's initial development to fully support their learning on entry to the setting.

### Inspection judgements

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

Children learn through exploring the good range of resources and taking part in a wide range of activities. Staff seek good information on children's interests so that they can effectively motivate them to learn. Through discussions with parents and carers staff find out some information on children's abilities prior to them starting at the nursery. However, this is inconsistent amongst staff so does not ensure that they have good information on all children. Staff make regular observations, which allow them to satisfactorily identify children's next stages of learning. However, they do not provide parents with a written summary of children's learning between the ages of two and three years, as required. This has a limited impact on the children themselves, as staff have a sound awareness of children's development and seek good support for individual children when they identify any additional needs. Parents comment positively on the staff providing good support for children with special educational needs and/or disabilities, and their families. Staff have introduced a good system to request parents to contribute to their children's ongoing learning so they are able to plan appropriately. As a result, all children make at least satisfactory progress.

Overall, children enjoy learning and develop some good skills in preparation for school or their next stages of learning. They use a wide range of resources to develop their early writing skills, such as chalks, dry sand and paint. They enjoy books. They become independent. Children are confident communicators because staff use a range of signs and visual aids to support them. Most staff respond well to babies' babbling and toddlers repeat the words they hear. Children explore technology resources and learn how to use them competently. All children enjoy being outdoors and babies display excitement as they watch the older children. Children help to take care of the environment and the animals.

Most staff have a good awareness of how children learn and provide appropriate support. Some staff respond well to child-initiated learning, which supports children's interests. For example, several children playing in the sand pretend they are 'pirates'. The member of staff extends the game by providing 'treasure' to bury; the children name shapes for the treasure and use mathematical language and their imaginations well. Children use expressive language and join in with the same theme, making suggestions. Other children listen to instructions and then follow the same rules without adult support. For example, they take part in races and learn they have to wait to the count of three and run to a certain line. The winner receives a medal. Later they take it in turns to lead the game for themselves.

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

The manager allocates each child a 'key person' to help them settle and to monitor their progress; however, the organisation of the key person system is not well established. For example, there is no 'buddy system' so that in the absence of the key person children still have a special adult to help them. Furthermore, the key person is not always in the same room as the child and any member of staff carries out their personal care. As a result, occasionally staff do not notice when a child's nappy needs changing. Nevertheless, children do form sufficiently secure attachments with staff, and are generally settled and

happy. Children learn to be kind to each other through the staff providing good role models. They remind the children to use kind words and actions and praise them when they do. Children develop a positive awareness of each other's differences.

Staff took part in a local initiative to look at nutrition and acted on the advice. As a result, changes to practice were made and children have a good awareness of healthy practices. They enjoy a good range of nutritional food and have regular drinks. Children independently wash their hands and each has a separate face flannel. Children have regular exercise and develop good physical skills. For example, toddlers steer tricycles and propels them with their feet. They carry it up a step and across the decking, avoiding obstacles. Children develop good independence and learn to move around safely as they are eager to help with the daily routines. For example, an older child goes to the kitchen, asks for more milk and carries it carefully back to the snack table. Meals are a social occasion and children serve themselves supporting their learning through age appropriate tasks.

Children use a good range of resources in all areas of the environment. Staff encourage them to make choices. They use visual timetables and labelling to ensure children of all abilities have equal access. The Bell Tent in the garden provides an additional learning area. For example, children listen to the rain hitting the tent while they sing songs about the weather. They notice the hail and say it is made of ice. Older children enjoy visiting the baby room. They remove their shoes to protect the babies' health and toddlers run to them for a cuddle. This contact promotes the older child's self-esteem and the younger child's well-being. Staff effectively support children in their transfers within the nursery and when going to school. They help them to settle and they notice when children do not engage in activities. They then provide sensitive support to help them to take part.

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

The leadership and management team have not met all of the learning and development requirements. Although they are aware that they must carry out a two-year-old progress check, they have failed to complete these for children who have recently reached their third birthday. The manager has recently reviewed the new assessment system and is now looking at improving the records to make them unique to each child. There is a sound system to identify children's overall progress and as a result, they quickly identify any concerns and seek additional support. Staff work closely with parents and outside agencies to ensure children with special educational needs and/or disabilities continue to progress. Staff invite parents to attend meetings to discuss their children's progress and provide them with appropriate information on the provision.

The manager has a positive attitude and acknowledges that nursery staff can make further changes to their practice, with the aim of bringing about good quality improvements for children. They carry out suitable self-evaluation, seeking staff', parents' and children's feedback, and identify some good actions for continuous development. For example, they have improved the outdoor area and implemented a good system to seek

parents' ongoing contributions to their children's learning. They are planning drop-in sessions for parents to have time to talk informally to their children's key person and share information. The manager and staff appreciate the support from the strong committee. The committee seek relevant training and guidance, and as a result now carry out regular supervision of the manager. The senior staff team provide good role models when they are working with the children. There have been several staff changes and as a result, there are inconsistencies in the quality of teaching. However, the manager carries out regular supervision and is in the process of addressing these.

The manager understands her responsibilities to safeguard children. She carries out relevant checks on staff suitability and ensures they remain supervised until all these checks return clear. Trainees work directly with a qualified member of staff to ensure they provide suitable support for children. Good security, supervision and risk assessments help to keep children safe. The manager is the designated person for child protection. Through effective training and guidance, she follows the appropriate procedures for dealing with any concerns or allegations. The manager implements recommendations made by other professionals to further protect children, such as improving the safeguarding policy.

### **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 action. 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>	EY316345
<b>Local authority</b>	Somerset
<b>Inspection number</b>	907428
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	29
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Ladymead Under Fives(Taunton)
<b>Date of previous inspection</b>	21/09/2010
<b>Telephone number</b>	01823 353072

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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, which are usually the childminder's 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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