

Brooklands Childcare

14 First Avenue, Hindley, WIGAN, Lancashire, WN2 3EB

Inspection date	16/04/2013
Previous inspection date	26/10/2010

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

- Staff have high expectations for children and provide a wealth of interesting and challenging experiences that are tailored to meet children's individual learning needs. This means all children make good progress given their starting points and are well-prepared for school.
- Children are happy motivated and eager to learn. They show high levels of independence and confidently explore a stimulating, well-resourced and accessible learning environment, which successfully promotes independent learning both indoors and outdoors.
- Children benefit from a well-established key person system, which successfully promotes their emotional well-being and provides a strong foundation for their future learning.
- Leadership and management is strong, this means effective systems inform priorities for improvement and are used to set challenging targets for the future.

It is not yet outstanding because

- Staff do not make best use of opportunities to enhance and extend children's knowledge of phonics to help them decode simple words.
- Opportunities for all parents to contribute fully to the initial and ongoing assessments of children's learning and development and to further support individual learning priorities at home are not always fully utilised.

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 activities in the children's base rooms and the outside learning environment.
- The inspector held meetings with the manager and also spoke to staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff 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.

Inspector

Vickie Halliwell

Full Report

Information about the setting

Brooklands Day Nursery was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in the Hindley area of Wigan, and is one of five nurseries owned by Brooklands Childcare Limited. The nursery serves the local area and is accessible to all children. It operates from six rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, including three staff who hold a relevant Bachelor Of Arts Honours Degree. One member of staff has a level 2 qualification. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 129 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the development of early literacy skills for children who are ready, by modelling the oral blending of sounds to make words in everyday contexts, so that children can segment the sounds in simple words and blend them together

- reflect on and extend partnerships with parents by: encouraging them to share more detailed information about their child's learning and development at home, so that they are fully involved in both initial and ongoing assessments of children's progress; tailoring suggested home activities to reflect individual priorities for children's future learning.

Inspection judgements

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

Children are happy, motivated and eager to learn. A well-resourced, stimulating learning environment, effectively supports a good quality educational programme and successfully promotes all seven areas of learning. Staff have high expectations for children; they provide a wealth of interesting and challenging experiences and high levels of staff support. Consequently, all children make good progress given their starting points and are

acquiring the skills, attitudes and dispositions they need to be ready for school. Children are active and inquisitive learners; they confidently explore the rich learning environment and enthusiastically embrace new experiences. Staff respond to and effectively support children's self-chosen challenges, for example, encouraging children as they practise and refine their balancing skills outdoors. When children attempt more challenging apparatus staff explain how they can use their arms to help them balance. As a result, children continue to practise and refine their balancing skills; clearly proud of their achievement.

The quality of teaching is good; the outdoor learning environment is expertly used to promote all aspects of children's learning. Consequently, children are well-motivated and spontaneously explore and investigate. For example, they spontaneously use large scale mark making materials to chalk on the floor. Inspired by the 'hopscotch' staff have drawn, more able pre-school children spontaneously draw recognisable numerals. Staff understand how children learn and provide continuous first-hand experiences. For example, to stimulate children's interest and increase their understanding of the natural world, staff provide opportunities for children to plant bulbs and grow their own vegetables. As a result, pre-school children check the vegetable plot for signs of new growth and talk proudly about the daffodils they have grown. They confidently explain that plants need sunshine and water to grow. Staff know individual children very well and skilfully tailor activities and staff support to meet individual children's needs. They provide further challenge or additional support to ensure every child benefits from the excellent range of learning opportunities provided. Provision for children to make good progress in mathematics is firmly embedded throughout the nursery. Consequently, children routinely and spontaneously use mathematical language as they play, for example, making comparisons about size and shape. Older pre-school children spontaneously count how many children are sitting at their own table and add on two more to include children sitting on an adjacent table. Children enjoy number rhymes and visual props, such as hand puppets are well used to support children's learning.

Children's language development is given a high priority. Staff create a supportive and stimulating environment where children enjoy experimenting with sounds and learning language. For example, children excitedly wait for their turn to speak or make sounds in a large barrel while playing outdoors. Language delay is quickly identified and tackled early to ensure children get the support they need. Consequently, children of all ages are making very good progress in their communication and language development, given their starting points. Children talk enthusiastically about their experiences in the nursery, for example, recalling the day the farm animals came to visit. Staff continuously extend children's vocabulary, for example, encouraging children to describe the different textures and introducing new words as children enjoy sensory play. Children benefit from a print-rich environment and many children understand that print carries meaning. Older, more able pre-school children ask staff to read words and are interested in letter sounds. However, staff do not make the best use of opportunities to enhance and extend children's knowledge of phonics. Therefore, children do not learn to segment the sounds in simple words and blend them together to help them to decode and read regular words.

Staff routinely complete precise observations; consequently, they have a very good knowledge of children's capabilities and plan effectively for their future learning. Systems to assess children's starting points on entry are effective. However, opportunities for all

parents to contribute fully to the initial and ongoing assessments of children's learning and development are not always fully utilised. Parents are well-informed about children's progress at collection times and at parents' evening. Staff provide details of activities which can be used at home to broadly support and complement children's learning. However, the generic nature means these do not always fully reflect individual priorities for children's future learning. Systems to assess and share details of children's progress at two years are excellent. Children with special educational needs and/or disabilities are very well-supported and the nursery works closely with parents and external agencies, to ensure children receive the support they need.

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

All children benefit from a secure, well-implemented key person system, which helps children form secure attachments that promote their emotional well-being. The caring, supportive and nurturing environment ensures children feel valued, safe and secure. Consequently, children are happy, motivated and enjoy their time at the nursery. They settle quickly on arrival and display a very strong sense of belonging as they seek out familiar staff or friends to share their play. New children are very well-supported and are expertly distracted by staff who lots of comfort and reassurance. The key person uses settling-in sessions to build relationships with parents, who are encouraged to provide detailed information about their child's care needs. Children are also well-supported as they move rooms within the nursery. Staff discuss transitions with parents and provide regular opportunities for children who are moving from the nearby nursery site to make several visits with familiar staff. Such good practice helps children settle quickly.

Children's good health is very well-promoted by staff, who encourage active living. Consequently, children enjoy continuous opportunities to be physically active in the fresh air and sunlight. For example, they use garden tools to dig in the soil and run freely in the windy weather. Children are encouraged to make healthy choices about what they eat and menus are carefully considered to ensure children benefit from a balanced and nutritious diet. As a result, the nursery has received a healthy eating award. Children's self-help skills are very well-promoted as they pour their own drinks and help themselves to snacks. Pre-school children enjoy serving their own meals and display high levels of independence as they help clear away afterwards. Children have excellent opportunities to develop their hand-eye coordination and practise and refine their fine motor skills. As a result, children use small tools, such as scissors and cutlery, with increasing skill. Children are competent at managing their personal needs relative to their age and stage of development. Many children routinely put on their own coats and more able children show their sense of achievement when they learn to fasten them up independently. Meaningful explanations by staff raise children's awareness of how they can keep themselves safe. Consequently, children use scissors with caution and understand the importance of walking within the nursery.

Staff are very positive role models who provide clear guidance and encourage children to consider the importance of socially acceptable behaviour. Older children within the group are generally very well-behaved; they take turns, share resources and provide support for younger children, for example, helping them put on aprons before they paint. Resources

which reflect positive images of race, culture, gender and disability are evident throughout the setting. This alongside positive explanations and activities which raise children's awareness of the wider world, helps children learn to respect and value differences. Children's personal, social and emotional development is particularly well-fostered and promotes children's confidence and self-esteem. This helps children develop their enthusiasm for learning and provides a firm foundation for their transition into school.

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

Effective systems are well-established to ensure both the safeguarding and welfare and the learning and development requirements are well-known and effectively met throughout the nursery. The manager is well-supported by the company's operations manager who supports the management team in monitoring staff practice and reviewing policies and procedures. Most staff have worked at the nursery for many years and all staff work effectively as a team to meet the individual and group needs of the children in their care. Staff benefit from regular appraisals and a well-established programme of professional development that helps to continuously improve their knowledge, understanding and practice. Rigorous self-evaluation ensures the accurate identification of priorities for improvement that will further support children's achievements overtime. For example, there are plans to develop systems to monitor the progression of groups of children within individual areas of learning, to further enhance the educational programme.

The manger continuously assesses the educational programme to ensure it provides for all areas of children's learning. There are secure systems to observe, assess and monitor each child's progress; ensuring that any children falling behind their peers or below their expected achievements are quickly identified and fully supported. Staff work closely with parents and relevant professionals. The nursery have embraced the opportunity to contribute to children's progress check at age two, working directly with the community nursery nurse to pilot a new initiative. Consequently, the child's key person also attends the progress checks which are completed within the nursery. This provides a valuable opportunity for parents, health professionals and nursery staff to share what they know about the child's learning and development.

Arrangements for safeguarding children within the provision and through work with external agencies are good. Clear induction, regular training and discussions at team meetings ensure all staff have a secure knowledge and understanding of safeguarding issues, including the procedure to follow if they are worried a child is being abused. Written policies include details of effective 'whistle blowing' procedures and details of designated safeguarding officers are prominently displayed within the nursery. Appropriate recruitment and vetting procedures ensure staff are suitable to work with young children. Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. This means every child receives a happy and enjoyable early years experience that effectively supports their future learning.

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 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

Unique reference number	EY295923
Local authority	Wigan
Inspection number	913092
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	89
Number of children on roll	129
Name of provider	Brooklands Childcare Ltd
Date of previous inspection	26/10/2010
Telephone number	01942 760055

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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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Piccadilly Gate
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