

Brooklands Childcare

Montrey Crescent, Garswood, WIGAN, Lancashire, WN4 0UD

Inspection date	17/04/2013
Previous inspection date	14/09/2009

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

- Children are happy and relaxed. The playrooms are attractively organised with a very-good range of toys and other materials. Staff extend the children's independent play, support their all-round development and encourage their exploratory natures.
- The staff are very-well supported by the management to ensure they have the skills and knowledge to meet the learning and care needs of the children. Children's progress is audited in many efficient ways and feedback to staff is given in a constructive way. This underpins the quality of learning that takes place and contributes to the good progress children are making.
- The enthusiastic and caring staff ensure that children feel welcomed. The setting demonstrates a commitment to ensuring children feel safe and that all possible steps are taken to ensure each child makes good progress given their unique starting points.

It is not yet outstanding because

- Ways for children to use a wider range of information and communication technology in their free play and in problem solving situations, has not been fully explored.
- For the children whose home language is other than English, the opportunities to use their home language more frequently have not been fully embraced.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Prior to the inspection, the inspector viewed the information about the provider and any information held by Ofsted. He viewed the settings self-evaluation form. The inspector also took account of the views of children and parents spoken to on the day.
- The inspector observed the equipment and activities in the four main playrooms and the four outside play areas. He viewed the information and communication technology area, the sensory room, all communal areas and the kitchen.
- During the inspection the inspector observed and chatted with children and spoke to three parents throughout the course of the day.
- The inspector held meetings with the manager, the company's coordinator, the deputy and the settings Early Years Professional. He also conducted a joint observation with the manager of an adult-led 'letters and sounds' activity with a small group of children from the pre-school room. Throughout the day the inspector held several discussions with various members of staff in each of the playrooms.
- During the inspection the inspector viewed documentation regarding children's assessment and planning records. Regulatory documentation regarding adults suitability, safeguarding procedures, children's details, risk assessments and other pertinent safety procedures were also looked at.

Inspector

Frank Kelly

Full Report**Information about the setting**

Brooklands Childcare has been registered since 1996. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting is one of five settings run by a limited company. It operates from four rooms in a former primary school in Garswood near Wigan. Children have access to secure outdoor play areas.

The setting opens Monday to Friday, all year round with the exception of Bank Holidays and a week at Christmas. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 124 children attending, all of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and those with special educational needs and/or disabilities.

The setting employs 36 members of staff. Of these, two including the manager, hold Early Years Professional Status and 27 hold appropriate early years qualifications at level 3. Six members of staff hold qualifications at level 2. One member of staff is working towards a level 2 qualification and another five are currently working towards a higher qualification.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- extend the range of, and refine the use of, information and communication technology equipment by; helping children to explore the way that equipment works and provide more instant access to things, such as torches, cameras and touch screen technology; considering how more unusual equipment could extend children's critical thinking, for example, by using a metal detector as part of a treasure hunt

- enhance the good practice in place by refining the opportunities for children to use their home language further and in different situations. For example, ask parents to share their favourite stories and songs in their home language; introduce and support all the children who attend to use key words, such as greetings, as part of the daily routines.

Inspection judgements

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

Children enjoy their time at this nursery. They are happy and purposeful in their quest for discovery as they explore the world around them. Throughout the nursery each room provides a lively learning environment based on the developmental needs of the children within. Rich in numerals, visual images and print, there are things to fit together, puzzles to match, buttons to press and sticky and messy materials to squelch, squash and rub together. For example, three toddlers delight as they paint alongside each other on a giant easel. They mark the paper and paint with and on their fingers and hands. Staff encourage their self-exploration and join in in playful ways that enhances the children's pleasure all the more. They talk about the colours and marks the children have made and reel back with 'mock horror' when the children indicate they are going to touch them with their paint laden hands. This type of activity allows the children to explore the materials and things they see and use so they develop a better understanding of what they can do with them. It also fosters their prime areas of learning as they engage in social interaction, use their physical skills and senses. The two-way discussions further enhance their understanding of communication and language.

As with all of the prime areas of learning there is strong focus throughout the nursery which matches the needs and developmental stages of the children. Language and communication is fostered in all aspects of nursery. For example, a group of pre-school children enjoy an adult-led 'body percussion' game where they learn to listen to the differing sounds made when feet, arms and heads are patted. They learn to listen, follow a sequence and count the different groups of sounds as they go. These activities are effective in several ways that support the children's progress towards the next stages in learning and life, such as preparing for the more structured activities in school. It supports them to extend their concentration, mathematical understanding, express their creativity and fosters their problem solving skills. Younger babies gain confidence in interacting with familiar adults as they participate in early conversations with staff. Their babbles and squeals are acknowledged with enthusiasm and staff understand the importance of allowing the children time to respond. During such times the babies are making the connections about how communication is a two-way process. To extend this further staff sit children on their knees and capture their attention with books and puppets. In the 'Tiddlers' room the children are encouraged to sing songs and name and make the sounds of the animals in the book. They enjoy exploring the natural materials in the sensory room.

The learning programme for the children is of a good quality because staff have an informed knowledge of how children learn. They understand well the connections between different activities and types of play and how they link to the different areas of learning. Assessment of children's progress is based on sound base-line assessments undertaken with parents and linked to the descriptions of children's expected levels of development as detailed within the guidance document, Development matters in the Early Years Foundation Stage. This document is used to monitor the children's ongoing development and progress. Regular summaries are undertaken and records of progress are also

recorded in the local authority tracking documents. Parents are actively pursued to contribute to the children's learning records. The setting has consulted with parents and other professionals to complete the required progress check at two for those children within this age range.

The setting works very closely with a wide range of other services and professionals to support any children who have specific needs, special educational needs and/or disabilities. Staff ensure that programmes, such as those from the speech and language therapists are incorporated into the play and activity routines to support the children and help them make the best progress they can.

Seasonal activities are planned, such as planting and growing, which engage children and introduce them to new or less familiar experiences. Staff balance the range of adult-led activities well by ensuring that the continuous provision encourages children to practise and revisit lots of activities. For example, digging pits alongside the planting areas allow children to repeat their earlier experiences. Children showing an interest in the writing of their name proudly show their efforts to visitors. They form recognisable letters as they copy the staffs examples. The playrooms are bursting with opportunities to practise and explore letters and writing from the magnetic letters on the board to a wealth of writing materials. The staffs willingness to join the imaginary play results in children practising their writing for a purpose. For example, while outdoors they dress in nurses outfits and tend to the patient who is a member of staff. They bandage her leg and have clip boards and pencils with which to record the 'patients' notes. Other children enjoy using the same materials to draw with.

In the 'Tiddlers' room they use chinks on the floor outside, have access to paint and crayons to explore their early drawings and making of marks. Toddlers room display's, show the children have used the computers to explore early writing, with staff printing and displaying their work with care and respect. There is a wide range of technology for children to use within nursery. However, much of it is based in the information and communication technology area which lessens the opportunities for children to use it on more frequent or spontaneous occasions. Staff have identified the benefits of extending the range of technology to support the children's familiarity with new technology, such as touch screen tablet devices. There is also scope for further use of equipment to promote the children's problem solving skills, for example, by using metal detectors to search for keys or other items as part of a treasure hunt.

Toys and books represent the diversity within today's society. They help to create an inclusive and welcoming environment and supports children to learn about differences of culture and disability. The setting has obtained key words to support those children whose home language is not English. This practice is reflective of the recommended practice. However, the setting has not yet had sufficient time to develop this further. For example, parents have not been engaged to share favourite songs or stories in different languages, to allow children to use their home language more regularly and to provide first-hand experiences for all children to explore their own and others' experiences and traditions.

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

Children's immediate needs are very well attended to throughout the day. Staff know children well, for example, which babies are unsure of strangers and who does not like the door being opened. By knowing these key concerns children have, staff are able to take effective steps to support the children to overcome their uneasiness caused by such events. This considerate approach is threaded throughout the nursery. For example, those children who are still hesitant to try new activities are treated with respect for their feelings. Staff remodel what they are doing to reassure. They allow the children to watch what others in the group are doing. There is no pressure for children to try things they are not ready to try. Thus children are relaxed and able to be willing spectators until they are ready to participate. Consequently children demonstrate a feeling of being safe and at ease. Therefore, when they arrive in the morning they smile broadly as staff greet them, often running ahead of their parents to search for their registration cards and then jiggling impatiently whilst waiting for their parents to tap in the key-code to release the playroom doors. Staff are knowledgeable about children's needs. They have formed effective partnerships with parents and other professionals to ensure children's unique needs and preferences are known before they start.

Children's routines and dietary needs are known and followed. Staff help children learn about a healthy diet and lifestyle through planned activities and discussions. Displays on the wall act as a reminder for the children in pre-school. Water is freely available and the children are learning about growing their own food. They have recently planted tomatoes and strawberries. Mealtimes are sociable and practical occasions where children practise serving themselves their meals and pouring their own drinks. The children eat their meal of white fish and pasta in a tomato sauce, heartily. They understand their own body needs, for example, seeking a drink from the fountain after lots of running around outdoors. There is free access from most rooms into the outdoor play areas and children can seek rest and quiet activities or be more vigorous as they wish, when in these areas.

Staff are polite and positive role models for the children. Their respectful interaction and praise of the children helps children understand of what is expected of them and how to interact with others. Staff have high expectations of the children and support them well to be independent. For example, there are large tubs of wellington boots that children can put on so they can go out to play when it is wet or snowing. Children have lots of choices about what and when they do things which helps them feel good about themselves. They are also extremely busy and engaged as there is often so much choice of fun and interesting things to play with and do. Children are encouraged to help to tidy up and prepare for changes in the routines and practise dressing themselves. All of these are key skills that support them when they move onto school.

The setting has good relationships with local schools so that visits are made and information is shared to help children have a smooth transition. Within the planning for children's learning, key skills, such as toileting, are sensitively supported to ensure that children who are still mastering this part of their independence are as well supported as possible. For younger children, parents are consulted when children make transitions through nursery. Staff create a summary of the children's overall progress when they begin to prepare to move into the next developmental group. Children have regular visits

and time to develop relationships with their new key persons to minimise any disruption to the children's ongoing progress and development.

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

The management has very effective systems in place to monitor and assess that the setting continues to fully meet the requirements of the Statutory framework for the Early Years Foundation Stage. Good security and staff's organisation means that the children are kept safe and fully protected. Staff have a good range of skills and qualifications. Staff in the baby room are articulate and accurate in their explanations about the current guidance for minimising the risk of infant death syndrome. The equipment is of a good quality and electrical items and fire fighting equipment are serviced as required. The premises are old and tired in places. However, they are fit for purpose and children do not notice this. What they see and enjoy is an exciting and fun environment within which they are kept safe.

The setting has relevant and detailed policies and procedures for identifying and reporting child protection concerns. These are fully compliant with St Helens Local Safeguarding Children Board and contact details are displayed prominently within the setting. The managers demonstrate fully, their ability to follow the procedures as required. Staff training ensures that staff are familiar and confident in how to identify indicators of abuse and how to report concerns they may have about a child's safety. The method for recruitment and selection is detailed and rigorous, irrespective of whether the applicant is externally or internally appointed. The ongoing staff support and appraisal systems provide staff with good support and provide them with a range of training opportunities to enhance and build on their knowledge and skills they already hold.

There are several ways that the managers monitor the learning programme for the children. One of these is the auditing of each member of staffs recording of children's learning records. They are moderated every term by the Early Years Professional. This provides a valuable tool for ensuring children's learning records are accurate and up to date. The positive way the information is recorded and shared with staff means they too are gaining a practical way to reflect on their practice. From this, training and support is also provided which enhances the staffs skills and understanding of the Early Years Foundation Stage. Self-evaluation is detailed and realistic, the setting uses a range of auditing tools such as the Early Childhood Environment Ratings Scales to monitor and improve the environment. The management team demonstrate that the setting has made improvements since the last inspection. They have ensured that all recommendations have been fully met, such as the development of the outdoor learning environment. This is pleasant and lively for all age ranges and staff continue to monitor this to further improve outdoor provision. For example, a sensory walk is currently being created with the children and equipment to enable children greater climbing and physical challenges has been ordered. Self-evaluation and team appraisal, parental views from questionnaires and children's contributions and choices are all part of the ways the setting continues to maintain and implement further improvement.

Information for parents is available through the setting and regular newsletters, daily updates and discussions ensure that good information is being exchanged. Parents comment that they hold the staff and the setting in high regard. They are pleased with the quality of care it provides for their children. The setting demonstrates how it works effectively with a wide range of services and agencies to ensure it promotes the best interests of the individual child. It is supporting all children to make good progress and not be disadvantaged or left behind.

The Childcare Register

The requirements for the compulsory 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	EY295945
Local authority	St. Helens
Inspection number	913093
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	94
Number of children on roll	124
Name of provider	Brooklands Childcare Ltd
Date of previous inspection	14/09/2009
Telephone number	01942 760077

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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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