

Brooklyn Day Nursery

Forest House, Derby Road, Annesley, Nottingham, Nottinghamshire, NG15 0AQ

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| Inspection date | 15/05/2013 |
| Previous inspection date | 12/04/2010 |

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| 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

- Practitioners are very well organised to ensure children spend copious amounts of time outside. They effectively use the local environment and resources to significantly enrich children's all-round development.
- Secure and warm attachments are formed between children and their key person, with particular regard to the baby room. Babies are offered excellent nurturing environments where they are thriving.
- Effective multi-agency partnerships and well-established relationships between the practitioners and parents fully support children during their transitional times, such as starting at the nursery or moving between rooms. As a result, children and babies settle quickly.

It is not yet outstanding because

- Opportunities for children to further enhance their colour recognition skills are not always maximised. This is because practitioners sometimes miss appropriate occasions to ask children more open-ended questions to describe colour, for example, during mathematical activities.
- There is scope to further enhance and display children's free expression in artwork, with particular regard to the pre-school room.

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 spoke with the nursery manager, practitioners, undertook a joint observation with the manager and interacted with children at appropriate times throughout the inspection in the nursery rooms and during the woodland walk.
- The inspector sampled a selection of documentation, including the nursery's self-evaluation document, children's learning journeys, records and written policies.
- The inspector took account of the views of parents as discussed with them during the inspection and also looked at written comments.

Inspector

Judith Rayner

Full Report

Information about the setting

Brooklyn Day Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a woodland setting in a Victorian house in the Annesley area of Ashfield, Nottinghamshire and is privately owned. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play as well as access to the woodland area.

The nursery employs 13 members of childcare staff. Of these, one holds appropriate early years qualifications at level 5, 11 have qualifications at level 3 and two have qualifications at level 2. The nursery opens Monday to Friday, all year round, except closing for a week at Christmas. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 81 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children, who speak English as an additional language and 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 already good opportunities for children to improve their colour recognition skills by asking more open-ended questions, helping children to describe various colours during mathematical activities
- enhance further opportunities for children to freely express themselves during art activities and value their end product, for example, by displaying their work, so they can enjoy, develop and refer to, with particular regard to the pre-school room.

Inspection judgements

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

Practitioners have a good understanding of how children learn through play and effectively implement activities to support their individual learning and development. Children's progress is successfully tracked by practitioners, who are implementing the Statutory Framework for the Early Years Foundation Stage into their practice. From the start, practitioners carefully gather useful information about the child from the parents, including their child's interests, routines and stage of development. This enables practitioners to

plan activities pertinent for individual children. They complete spontaneous observations and planned activities, which are then assessed using the document Development matters in the Early Years Foundation Stage. The manager has introduced a new way of recording such evidence, which is not fully embedded, but does successfully identify how well each child is progressing. These are shared with parents to help them understand where their child's next steps are and how they can support their child's learning at home. Practitioners also work closely with schools and parents, helping to prepare children to be ready for their move on to school. For example, older children spend more structured time in small groups, practising phonics and hand writing skills to enhance and develop their language and literacy skills.

There is a good balance of child-initiated and adult-led play, which supports children to achieve and make good progress while playing both inside and outdoors. Older children enjoy circle time and actively participate in a 'what's missing game'. They close their eyes and one object is removed by a practitioner. Children take turns and respect one another's time to respond as they each in turn guess, which object has gone missing. Children sit in small groups counting coloured cubes during a mathematical activity. However, practitioners on occasion miss appropriate chances to ask more open-ended questions to help children to enhance their colour recognition skills. Children make marks in various ways. They paint, use sticks in mud and practise their hand writing skills. However, there are fewer opportunities for children to freely express their own artwork and enjoy, develop and refer to because displays evidence more pre-cut and drawn shapes by adults. Children play imaginatively. They line up chairs pretending to be on a train. They play cooperatively and thoroughly enjoy their time with practitioners during the game. The baby room is tranquil, calm and relaxing. Babies independently explore the wonderful range of natural and new resources. Less able babies are nurtured and supported extremely well. Various toys enhance their sensory skills, significantly bringing immense pleasure as they smile patting, banging and touching various objects, such as, mirrors, revolving shiny cubes and bangles.

Outdoor play is wonderful. The whole process from getting ready to go on the woodland walk to returning back to nursery enriches children's all-round skills. Children start to learn about self-care by getting dressed in appropriate clothing to keep them warm and dry. Once ready, they excitedly anticipate going outside and decide which way to walk to find the dinosaurs. Children are given the freedom to explore on route while being closely supervised by practitioners. They take calculated risks as they eagerly jump in puddles counting how many jumps and compare the depth of various puddles. Children squeal with excitement as they toddle through the puddles while looking for the dinosaurs. Practitioners also point out many plants and ask questions about how the weather feels on the children's faces. Children respond with 'cold', 'wet' and 'windy' but the elements of the weather does not perturb them to seek out the dinosaurs. They use their large muscle skills to run along the wheat field path to climbing elevated areas of woodland. Children are having so much fun. They eagerly reach out and touch the rough edges of the bark on trees to gently touching the bluebell flowers to enhance their sensory skills. Heading back to the nursery, the children learn about safety. For example, they know not to go off the path at this point because it is near a road. They look and listen for cars as they walk up the road to the nursery. On the way, they recognise and name prints in the ground that cars have made in the mud. Children stop and talk with the familiar grounds person. They

show confidence as they ask them about the tools, which they are using and the colour of their clothes. Once back inside, children are offered support to take off their outdoor clothes but they know to go and wash their hands to wash away any germs. Throughout the activity, practitioners show great enthusiasm as they sustain children's interests. Their quality of teaching is first class. They involve and engage all children throughout the whole activity and cover all areas of learning excellently.

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

The key person system works effectively, ensuring all children's needs are quickly identified and met. This is a particular strength in the baby room. For example, practitioners value parents input from initial discussions as this helps them prepare and plan play and routines that babies are familiar with. They work closely with parents and external agencies keeping them up to date with any changes and the child's overall progress. As a result, babies thrive given their starting points and settle quickly from the time they start at the nursery. Practitioners also work sensitively with parents and children during transitional times between rooms and with teachers in preparing children to be ready for their move on to school. For example, practitioners provide an 'All about me' book highlighting where the child is at in their stage of development, their next steps in their learning and development and their interests. This secures attachments to help children feel safe in their new environment and for practitioners and teachers to plan appropriate play pertinent for individual children.

Children are happy and settle quickly on arrival to the nursery because the practitioners are warm and welcoming. For example, practitioners offer reassurance, cuddling and speaking in soft tones while providing appropriate and interesting play. As a result, children are forming warm and secure attachments with practitioners; they are happy and engaged in their play. This also helps children to develop their independence skills as their confidence grows. Children's behaviour is good and their self-esteem is high. They are polite and respect one another. For example, when children receive their fresh fruit at snack time after being handed out by their peers, they say, 'thank you'. Practitioners are good role models, they praise and encourage children's achievements and maintain and promote clear and consistent messages to them. As a result, children feel secure, happy and know what is expected of them.

Practitioners create a welcoming, safe, clean and stimulating environment for children. Toys, resources and activities inside are attractively presented and accessible for all children, appropriate for their age and ability. Practitioners use the outdoor areas, such as the woodland walks, exceptionally well. Their very good organisational skills and use of resources outside ensure children spend copious amounts of time outside in the fresh air while thoroughly enjoying exercising and enhancing their all-round development. Practitioners work sensitively with children, who require extra support, such as children, who have English as a second language or who have special educational needs and/or disabilities. Effective multi-agency working and partnership with parents ensures all children are given high levels of support to meet their varying and individual needs. Furthermore, practitioners use signs and symbols to ensure all children are included and

that communication is maintained at a good level.

Children are learning about keeping healthy and safe through effective self-care routines and daily activities. For example, regular hand washing routines help children learn how to stop germs from spreading and making them poorly. Children regularly participate in emergency evacuation drills, which helps them understand how to keep safe should they need to leave the nursery quickly. Furthermore, during the woodland walk, children learn about the possible dangers of cars that enter the nursery grounds and what they must do to keep safe. Practitioners are good role models and oversee the daily tasks and routines of ensuring the nursery is well maintained and suitable for children. Good varied meals, which adhere to children's individual dietary needs are provided successfully. Children's favourite meals, such as 'The Jolly Rancher' are healthy, nutritious and well balanced. Children's independence skills are enhanced because practitioners ensure children are able to pour their own drinks when they recognise that they are thirsty. They provide small jugs, which are suitable for young children to manage by themselves and stored on low-level shelving. Babies intake of fluids are monitored closely to ensure they do not become dehydrated.

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

Children effectively benefit from the good quality work force. The manager is an effective leader and a good role model, who inspires the workforce to make continual improvements. The already good skills of practitioners are closely monitored by the manager to ensure their skills are maintained to a high level. Regular appraisals and team meetings provide good opportunities for the manager to identify any training needs to improve practice. For example, several practitioners have recently completed a baby training course. Practitioners have changed the resources and toys in the baby room to create a wonderful, calm and relaxing environment, where babies thrive in their learning and development. The overall self-evaluation is effective. The manager understands and values the importance of seeking suggestions and ideas from practitioners, parents and children. The manager then reviews them and if appropriate, implements changes to their practice to benefit children. Educational programmes are closely monitored to ensure children are provided with a varied and challenging range of activities and experiences in the indoor and outdoor environment. This is achieved through various methods, such as observing practitioners in the rooms to assess their skills and use of resources to enhance children's learning and development.

Practitioners have a good understanding and value the importance of establishing trusting relationships with parents. Practitioners are warm and welcoming to parents and ensure that information is effectively and sensitively exchanged. For example, when new children are settling in, practitioners work flexibly with parents to assist in the smooth transition from home to nursery. They also record children's activities in a personal diary, which is discussed at the beginning and the end of the day. This enables parents to contribute to their child's needs and feel valued and respected. Parents spoken to are positive in their comments and highly value the service that is offered. Information around the nursery is

easily accessible for parents to view at their leisure. For example, a comprehensive range of written policies and procedures, photographs of children's key person, practitioner's qualifications and training certificates. This provides parents with up-to-date information about the nursery and the service that is offered. Practitioners work effectively with other agencies, such as the Early Years Inclusion Support team. This involves intensive work to meet the individual needs of children, which is fully embedded, offering them effective support to achieve, given their starting points. For example, practitioners have attended appropriate training and effectively use a range of resources to ensure the needs of the children are fully met.

The safeguarding of children is good. Practitioners have a good understanding of their role and responsibility to protect children. They are confident and knowledgeable about what to do should they have any concerns regarding a child in their care. Regular training keeps them up to date with current policies and procedures. A clearly written policy covers requirements in the Statutory Framework for the Early Years Foundation Stage, such as the action that is taken regarding the use of mobile telephones and cameras in the nursery. Effective recruitment, induction and performance management of practitioners ensures the suitability and performance of all practitioners working with children is of a good standard. Children are supervised effectively by practitioners both inside and outdoors. Practitioners deploy themselves effectively to ensure the overall needs of children are met and that adult to child ratios are maintained. Daily risk assessments are completed on all areas where children have access, to minimise hazards to them. For example, practitioners undertake prior checks for the use of the outdoors, such as the woodland walk to ensure it is safe to enable children to explore and investigate the natural surroundings. A comprehensive range of records is maintained effectively. These are informative and used to track and identify any emerging issues and action is taken to ensure children are continually protected. Overall, children are effectively safeguarded and practitioners create a safe and secure environment for them.

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

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| Unique reference number | EY257355 |
| Local authority | Nottinghamshire |
| Inspection number | 912408 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 50 |
| Number of children on roll | 83 |
| Name of provider | Susan Paula Dursley |
| Date of previous inspection | 12/04/2010 |
| Telephone number | 01623 752092 |

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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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