

The Brambles Nursery School and Children's Centre

Bramble Road, Southsea, Hampshire, PO4 0DT

Inspection date	17/07/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- There is good interaction between staff and children. Staff question children to stimulate their thinking and encourage them to work things out for themselves.
- Staff prepare children well for change. As younger children move between rooms within the nursery, they are well supported in joining a new age group of children.
- Staff have implemented the progress check at age two and are beginning to track children's learning using a system provided by their local authority.
- Staff provide an interesting and varied learning environment both indoors and out. Children make good progress as a result.

It is not yet outstanding because

- Staff do not fully involve all parents in making an initial assessment of their child's learning when they first start at the nursery.
- Staff do not encourage children to use their home language in their play to support their language development at home.

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.

Inspection activities

- The inspector observed activities in all rooms within the nursery and in the outside and garden areas.
- The inspector spoke to the manager and staff at appropriate times throughout the observations.
- The inspector and manager undertook a joint observation of outside play.
- The inspector looked at children's learning records, planning documentation, a selection of policies, children's records and staff suitability records.
- The inspector also took account of the views of three parents spoken to on the day.

Inspector

Alison Kaplonek

Full Report

Information about the setting

The Brambles Nursery School became a Children's Centre in September 2005 and was formally renamed in January 2006. It is now joined with Goldsmith Infant School. It operates from a redesigned nursery school and one room in Goldsmith Infant School, which is immediately adjacent to the main building. All children share access to a secure enclosed outdoor play area and younger children have the use of an additional area as necessary. The centre is in Southsea, a residential area of Hampshire.

The centre is open each weekday from 7.45am to 6pm for 51 weeks of the year. There are currently 167 children in the early years age range on roll and of these 89 children are in receipt of funded nursery education including funding for two year olds. Children attend from the surrounding areas and referrals from a wider catchment area. The centre supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs 35 staff most of whom hold appropriate early years qualifications, including the manager. These staff work directly with children receiving childcare provision and nursery education funding. The centre receives support from the local authority.

What the setting needs to do to improve further

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

- work more closely with parents to make an initial assessment of children's learning and development when they first arrive
- improve the support given to children learning English as an additional language by providing continued development of the first language alongside the learning of English.

Inspection judgements

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

The atmosphere in the nursery is busy and purposeful. Well-qualified, experience and caring staff use good teaching techniques and deploy themselves well. Consequently,

children make good progress in their learning and development as a result of the delivery of effective educational programmes. Staff provide an interesting environment which enables children of all ages to initiate much of their own learning. Children clearly enjoy learning through play as they move confidently between activities, making choices and interacting with their friends. Children are able to develop a good range of physical skills, think critically and explore during these activities.

Most children's language development is well promoted and many children chat to each other and their friends. Babies learn new words as they play. They copy staff saying, 'splash' as they put the toy animals into the water tray. Toddlers say, 'wibble, wobble' as they balance on the steps and talk with staff about their favourite colours as they complete art and craft activities. Older children in the pre-school discuss the smell of the different herbs as they prepare a couscous salad. All children enjoy listening to stories or singing songs; younger children easily follow the actions to their favourites and join in with enthusiasm. Older children know how to handle books and frequently ask staff to read them a story. They are able to concentrate well and talk about what happens next. Children have a wide range of different home languages. Although information regarding these other languages is obtained from their parents, staff are not always clear about how to provide continued development of each child's first language alongside the learning of English.

Well-planned routines, which include both free play and more focused activities, enable all children to learn at the correct level for their stage of development. Staff are clear about the intended learning outcomes of the planned activities and question children appropriately to ensure successful learning takes place. Children count well and recognise numbers in games and puzzles. They talk about colour and size as they thread different shaped beads or build with the wooden blocks. Babies and older children delight in using the outdoor areas, which extend their physical skills well, such as climbing or ball control. Babies and toddlers play safely in their own secure outside play area or during their own time in the main garden. Older children benefit from some open-door access to the interesting outdoor environment. They initiate much of their own learning as they take some books, or construction materials, outside. They water the tomatoes and know that they are doing this to help the plants to grow, chatting with their friends about how big the tomatoes are getting. Staff support this learning well as they join in or make suggestions as to how to extend activities.

Staff plan a good programme of challenging and interesting activities for all children. Management has recently devised a new system to work with parents and gather information about children's starting points when they first arrive at the nursery. This has not yet been consistently implemented for all children and some staff do not have this information to build on when they start to make their own observations and assessments. However, as soon as children start at the nursery, staff quickly get to know the children well. They use observations to make accurate assessments of each child's learning. They use this information alongside photographs and examples of children's work to build up a picture of each child's abilities and identify any areas for development. This feeds into the progress check for two year olds and the planning of children's next steps. Most children with any particular welfare or learning needs are well supported during this process. The nursery operates an open door policy and parents can come into the setting and talk to

their child's key person or the managers at any time. They receive information about their child's progress in all areas of learning and can see examples of their children's work in the learning journals. Parents are encouraged to contribute to the children's learning journals and to talk to staff about their children's learning at home.

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

All babies and young children are happy, settled and enjoy their time at the nursery. An effective key person system ensures that staff know the children well and enables secure attachments to be formed. Care practices are good and children are developing their independence. They confidently help themselves to equipment and interact well with staff, asking for help or support if required. Babies' and toddlers' routine needs are met efficiently by staff who are flexible and adaptable. Records are kept of when children have slept or how much they have eaten and parents are kept well informed.

Many of the babies are able to feed themselves and those who need help are well supported by staff who sit with them. Older children confidently help themselves to drinks and enjoy the healthy snacks provided by the nursery. At lunch time, they learn to eat from their lunch boxes in preparation for their move to school. Children know to sit quietly while eating and enjoy the interaction with their friends as they all eat together. They are encouraged to be independent at all times and confidently wash their hands or hang up their own aprons. Many children are keen to help staff to tidy away the chairs or sweep up the sand which has spilt on the floor. Children's understanding of safety is threaded through many daily activities and routines. For example, staff talk to older children about using scissors safely or making sure they keep their hats on in the sun. Younger children's need for rest is accommodated well and children either sleep in cots or on mats depending on their age or preference.

Children behave well and many play cooperatively with their friends and staff, talking about what they are doing or making rules for their imaginative games. Staff use effective strategies, such as praising children for their achievements or successes. Babies and toddlers smile as staff say, 'well done you'. Older children respond well to the staff who are good role models. They learn to be polite and respectful to each other. They understand the rules of the nursery and are learning that they must be kind to each other and take turns with equipment. Staff quickly intervene if there are any issues around sharing and support the children to resolve situations amicably. Older children confidently play alongside their friends and often negotiate taking turns themselves.

Staff support children successfully as they move through the different rooms within the nursery. Staff ensure that during this process, each child's routine needs continue to be met well which enables children to remain settled and happy at all times. Older children learn to respond to instructions or to use the toilets independently. They develop many of the skills which will help them when they start at primary school in the future.

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

Management and staff work efficiently together to ensure that the nursery is well organised and operates effectively each day. They implement a wide range of policies and procedures, including revised and improved procedures for children requiring medication. They accurately complete records to ensure that children's needs are well met and that they are fully safeguarded. Management and staff have a good understanding of their responsibilities in meeting the welfare, safeguarding and learning and development requirements. The named members of staff for safeguarding are well qualified and understand their local safeguarding procedures. Management ensures that staff have regular safeguarding and first aid training. They implement effective systems to ensure that all staff are suitably qualified and appropriately vetted. They understand their responsibilities to provide safe play environments for children, which they do. They supervise children well, while allowing them their independence.

Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. Good attention to staff development results from the implementation of induction and appraisal systems. Staff deployment is good and provides children with a safe, secure environment and good adult support. Staff organise both the indoor and outside environments well to ensure that they are interesting and welcoming for children and meets their learning needs. Staff evaluate the range of planned activities to ascertain whether learning intentions have been met successfully. Through self-evaluation, management is able to successfully identify some strengths and areas for development. Management and staff track and monitor the education provided for children ensuring that good progress is made by most children in all areas of learning.

Staff and management form effective partnerships with parents and other agencies to ensure that any interventions needed are secured and children receive the support they need. They work closely with their local authority to monitor and improve practice. Staff work with parents and other early years providers to ensure continuity for children who also attend other settings. Parents say that they are pleased with the level of care and learning given to their children. On the whole, they find staff and management approachable and friendly and feel that they are kept well informed. The staff organise visits from teachers from local schools to help support the transition of older children who are moving on to school.

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	EY307547
Local authority	Portsmouth
Inspection number	927878
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	167
Name of provider	The Brambles Nursery School and Goldsmith Infant School Governing Body
Date of previous inspection	not applicable
Telephone number	02392 828 606

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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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