

# Friends At Brook Acre

Brook Acre Primary School, Hilden Road, Padgate, Warrington, Cheshire, WA2 0JP

<b>Inspection date</b>	13/08/2013
Previous inspection date	18/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 provided with a wide range of interesting and age-appropriate activities and experiences to support their learning through play.
- Children's individual needs and preferences are well known by all staff. Consequently, children settle quickly when they first start at the nursery.
- Detailed observations, assessment and planning systems mean that staff have a clear understanding of each child's individual learning and progress.
- Children's health and safety are a priority, and appropriate safeguarding procedures are in place.

### It is not yet outstanding because

- Children do not access an extensive range of resources, activities and experiences to develop their understanding of number, shape and space.
- The younger children attending the nursery are not provided with a wide range of opportunities to develop their large physical skills.

## 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 undertook a tour of the premises and spoke with children.
- The inspector observed children's play and learning.
- The inspector reviewed documentation and discussed children's learning with the staff.

## Inspector

Wendy Dockerty

## Full Report

### Information about the setting

Friends At Brook Acre was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is privately owned and is situated on the campus of Brook Acre Primary School. Children are cared for in three base areas arranged on one floor. There is a secure area available for outdoor play.

The setting is open Monday to Friday for 51 weeks of the year from 8am to 6pm. Children attend from the local community and surrounding areas. There are currently 66 children on roll, 47 of whom are within the early years age range. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs 10 members of staff, including the manager. Three members of staff are qualified to level 6, and the manager also holds Early Years Professional Status. All staff are working towards higher early years qualifications. A cook is also employed. The setting 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:

- extend the opportunities for children to develop their knowledge and understanding of number, shape and space through everyday activities, routines and experiences.
- provide further resources and experiences to support babies' and young children's large physical skills in both the inside and outdoor areas.

### Inspection judgements

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

Children are provided with a wide range of activities and experiences which support their development across the seven areas of learning. Staff demonstrate a good understanding of the Statutory framework for the Early Years Foundation Stage, and ensure that children's individual interests and preferences are well catered for. Children select from an interesting range of age-appropriate resources and a mix of adult-led and child-initiated activities.

Children are cared for in three areas arranged to suit their age and development level.

Babies and children under two years are cared for in an area which allows them the freedom to crawl and toddle in safety. Older children spend time in the main play area within the nursery. Resources and activities are arranged around the areas of learning within the Early Years Foundation Stage, which children can access independently. Older children who attend the after school and holiday club have one room where they spend much of their time. All children share the outdoor area and come together at different times for shared activities, such as snack and lunch time.

In the baby area, which caters for children under two years of age, there is access to an interesting and engaging variety of toys and equipment. Treasure baskets are stored at floor level to enable children to freely explore their contents. Children sit with staff members and look at a selection of objects made from various materials, allowing them to explore texture, shape and size. Empty plastic bottles of various types provide an interesting activity where children can hold the bottles, look inside them and feel the air against their skin as they squeeze the bottles. Babies giggle happily as they engage in a painting activity with their key person. Children enjoy using brushes and fingers to mix and spread the paint onto paper and their hands. This allows them to be creative as they explore the texture and patterns the paint makes. Children move over to the mirror to examine their reflection, which is a source of delight. Staff support children to find their eyes, nose, mouth and teeth as they look at their reflection. Children experiment with various hats and laugh as their reflection alters with each one. This helps children to learn simple words and develop an understanding of themselves and others.

The pre-school room caters for children aged from two to five years. Children have plenty of space in which to explore the wide selection of resources available. Children enjoy playing imaginatively with the model trains, building in the construction area and drawing in the mark-making area. Staff sit with children and guide them during an activity to make their own salt dough. Children take turns to pour the various ingredients into a bowl and excitedly talk about what they are doing, which develops their language and communication skills. Consequently, children are well prepared for the next stages in their learning and eventually the move to school when the time comes. Children use their small physical skills to lift, pour, stir and knead the mixture. After the dough is made the children use it to mould and create, using a range of tools, such as rollers and cutters. Staff extend the activity by supporting children to imagine they are baking by providing resources such as baking trays, rolling pins and aprons. Children pretend to put their creations into the oven to bake, and demonstrate their imaginative skills by choosing where the oven is and pretending to wait until they are cooked. Later, children sit together with staff during a story making activity, which supports them to extend their language and communication skills. They take turns to select a picture from the bag and talk about how they can be put together in a sequence of imagined events to create a story. Numbers are displayed around the nursery and a selection of resources are available to support children's knowledge of numbers and counting. However, these are not extensive and staff do not promote children's understanding of number, shape and space to full potential through their everyday discussions, routines and activities.

Children attending the link club have access to a wide selection of resources and activities suited to their age. Children within the early years age group are supported to progress across the areas of learning within the Early Years Foundation Stage. Staff use themes

and ideas which the children have shown an interest in, to plan activities to engage them and extend their learning. Children use mark-making materials to draw and write, role play resources, such as a play kitchen, and art and craft materials to design and create their own artwork.

All children share the outdoor area. The nursery provides waterproof trousers and boots so that children can enjoy this space in all weathers. A selection of wheeled toys, painting and drawing materials and books are readily available. Children engage in water and sand play and imagine they are creating a magic potion as they add mud, grass, sand and water to their special mixture. Children can dig in the mud kitchen, balance on beams and crates, and build their own dens from large cardboard boxes with cushions and mats. Babies and younger children have access to the outdoor area at certain times each day. This enables them to explore the natural environment and spend time with the older children. However, there are limited resources in the outdoor area for younger children who are crawling or in the early stages of walking independently. Also, there is scope to improve extensive opportunities for younger children to develop their large physical skills within the indoor areas.

All children have a learning journey, which records their progress and development during their time at the nursery, and this is shared with parents. Staff complete regular written observations which detail the activities children take part in and the learning that has been observed. Next steps are identified for children's learning, and these are used when planning activities. Staff have a good knowledge of their key children's personal interests, preferences and learning needs, which are considered when organising resources and experiences for the children. Consequently, the assessment of children is robust. Children are interested and keen learners, and staff support their transitions both within the setting and to other settings or school.

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

Children's individual details are well known by the staff who work directly with them. Parents have an informative discussion with staff before children start, which gives a clear insight into their individual needs and preferences. This information is used by staff, and in particular the child's key person, to support them when settling in at the nursery. Medical and dietary needs are known and catered for, in addition to children's individual routines, for example, sleep times for the younger children. Consequently, children's physical and emotional well-being is well promoted.

The nursery cares for children who speak English as an additional language. Staff use key words from children's home language to support them during the settling-in period, and various words and numbers are displayed around the nursery to support children's learning and make them feel welcome. Children are developing a good understanding of health and safety. For example, children are encouraged to eat a range of healthy foods and snacks, such as fresh fruit, tuna pasta and yoghurt. Children attending the holiday club can choose whether to bring a packed lunch or have a meal provided by the nursery. Children develop independence as they serve themselves with support as required, and older children pour themselves drinks of water from the jug. Individual cups and beakers

of water are readily available to children throughout the day. Routines are in place to support children's understanding of hygiene, such as washing hands after using the toilet, after messy play and before eating.

Children have a good understanding about safety, and reminders from the staff help them to realise the importance of appropriate behaviour, such as sharing resources, using listening ears and tidying away equipment when they have finished playing with it. Fire drill practices are carried out within the nursery, which support children to understand about keeping themselves safe in an emergency. Children learn about the wider world through discussion and activities. Children are respected as individuals, and their family cultures and backgrounds are valued and celebrated within the nursery. This supports children's personal, social and emotional development.

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

The management team and staff work well together in order to provide a safe, happy and welcoming environment for the children who attend. Staff throughout the nursery demonstrate a clear understanding of the Statutory framework for the Early Years Foundation Stage and provide children with interesting activities and experiences that promote learning and development across all areas. Staff's secure understanding of their responsibility to ensure the provision meets the safeguarding and welfare requirements makes sure that children are protected from harm. Children's safety and well-being are given high priority. Detailed written risk assessments are in place for all parts of the nursery and for outings. Documents are well maintained.

Effective relationships with parents ensure that children's care and welfare needs are known and catered for, and discussions regarding their ongoing progress take place regularly. Parents are encouraged to extend children's learning at home as staff provide some information on the activities in which they take part. A bright and welcoming entrance area is available for parents and carers in which they can sit and relax as they read the wealth of information provided through interesting wall displays. Numerous events are planned, in addition to parents' evenings, to encourage parents to visit the setting and become involved in their children's learning and development. Partnerships with other settings and outside agencies have been established, which means that the nursery is able to support children's individual needs. For example, staff have developed links with the local primary schools, children's centre and school nursery. This enables them to discuss children's personal learning and development in advance of starting school or moving between settings, easing the transition for all.

The manager and deputy have worked together to complete a detailed self-evaluation document in which they have identified strengths of the setting and priorities for improvement. Since the last inspection significant improvements have been made which have had a positive impact on the organisation of the nursery and the care of the children who attend. For example, a recommendation was made for the nursery to regularly discuss children's learning with parents. This is now done informally on a daily basis, in addition to written reports which are shared every eight weeks and through parents'

evenings which take place twice a year. Children's progress is monitored and the manager has a good understanding of the learning and development requirements for the Early Years Foundation Stage. Clear targets for future developments are in place, and the staff and management team have a strong commitment to continuous improvement, which is promoted throughout the setting.

### **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

<b>Unique reference number</b>	EY269371
<b>Local authority</b>	Warrington
<b>Inspection number</b>	906912
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Birch Grove Day Nursery Ltd
<b>Date of previous inspection</b>	18/05/2009
<b>Telephone number</b>	01925 880058

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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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