

# Bramley Wood Day Nursery

Old Bracknell House, Crowthorne Road North, Bracknell, Berkshire, RG12 7AR

<b>Inspection date</b>	08/08/2013
Previous inspection date	23/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The key person arrangement is highly effective in establishing secure, emotional attachments with children.
- Children are active, motivated learners, independently accessing the abundant range of toys and stimulating resources very well to initiate and plan their play and learning.
- Risk assessments and daily safety checks inside and outside are thorough and provide safe play environments for children.
- Good quality planning places strong emphasis on promoting children's personal, social and emotional development, their communication and language and physical skills.

### It is not yet outstanding because

- The systems to monitor staff practice throughout the nursery is not fully developed resulting in some minor inconsistencies in the quality of teaching and learning opportunities children receive.
- Overall communication links with parents are generally effective; however, on occasion they do not feel fully informed of nursery events and practices.

## 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 staff with children as they participated in activities in the nursery and outside areas.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with staff, children, the manager and parents.
- The inspector sampled documentation including children's progress records and a range of policies and procedures.

## Inspector

Susan May

## Full Report

### Information about the setting

Bramley Wood Nursery opened in October 1995 and is on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. It operates from a converted house close to Bracknell town centre, in Berkshire. Children are accommodated on both levels of the property and there is no lift. There is access to an enclosed outdoor play area. The nursery serves the local area. The nursery is part of Complete Childcare Limited, which has nine other nurseries. The nursery is open every week day from 7.30am to 6pm, all year round. It closes on Bank Holidays and the week between Christmas and the New Year. Children attend for a variety of sessions. There are currently 94 children on roll. This includes 17 children who are in receipt of nursery education funding. The nursery currently supports children who speak English as an additional language and has systems in place to support children with special educational needs and/or disabilities. The nursery employs 23 staff; of these, 18 hold relevant childcare qualifications, and one staff member is working towards a suitable qualification. The manager holds a Level 6 qualification. The nursery also employs two cooks.

### What the setting needs to do to improve further

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

- improve the systems for monitoring and supervision of staff practice; to ensure all staff consistently provide children with quality learning opportunities
  
- improve communication links with parents to help ensure they are fully informed of nursery events and practices.

## Inspection judgements

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

Children flourish in the nursery as they are happy and feel secure and confident. Staff request information from parents during settling in sessions in order to gain detailed knowledge about children's preferences, interests and starting points. Consequently, staff know their key child's individual needs very well and plan to meet children's learning and development needs right from the start. Planning across the nursery is good as staff offer age appropriate activities that reinforce and promote new skills. Overall children are active, motivated learners who respond well to activities and staff's interaction. However, occasionally some staff are inconsistent in their practices and miss opportunities to fully extend play and learning. Staff use knowledge and information gained from on-going

observations and assessments to provide a balance of stimulating activities across all areas of learning. Staff complete learning records for each child that shows their progress and carry out regular formal assessments of children's development. These incorporate the two-year-old progress checks, which they share with parents.

Children benefit from the bright and stimulating indoor and outdoor areas that provide them with many opportunities to develop and learn as they play and explore. Staff recognise that children have preferred methods of learning and regularly consult with them about their interests and preferences. This knowledge is used to offer children a wide range of appropriate fun activities and experiences. As a result, children are eager and enthusiastic to take on new challenges. They make good progress in their learning and are well prepared for the next stage in their development as they move to another room, setting or school. Babies play in a stimulating environment. They enjoy lots of sensory and treasure basket play which promotes their curiosity. For example, they use spoons to create different sounds in the saucepan and investigate different textures, lights and sounds in the sensory room. Older children have access to a newly developed computer suite where they can develop future skills as they play games with appropriate software and begin to use the computer as a source of information. All children throughout the nursery participate in a range of art and craft activities. Babies explore paint with their hands and older children design and make their own pictures using a range of materials they select themselves. These activities also enable the children to develop their physical skills as younger children begin to make marks with their fingers and older children use a range of tools. Children have great fun as they sing and take part in action rhymes and songs, learning to work together as they join up in pairs to sing 'row, row your boat'. They explore and play instruments enjoying the range of sounds they make. Staff in pre-school challenge and develop children's early writing and reading skills. For example, children enjoy sounding out their names and many older children can write their names with confidence. Children's mathematical development is promoted well in a variety of ways. For instance, staff talk to the younger children about size and shape and extend mathematical vocabulary as they talk about stones being heavy, heavier and, which is the heaviest. Children begin to problem solve as they drop the stones on the floor telling the member of staff that the one that makes the loudest noise will be the heaviest.

Children throughout the nursery benefit from learning experiences that promote their communication and language. Babies are responsive to their key person's voice as they make eye contact when they have a bottle feed and frequently approach staff for a cuddle. Staff take time to listen to the children and respond appropriately. As a result, children make very good progress in their speaking, listening and understanding skills. Book areas throughout the nursery are cosy areas where children can sit by themselves or with others to relax and enjoy a story. Labelling throughout helps them begin to recognise that words have meaning. Children find out about the local community as they go on visits; for example, to the library and to the pet shop. Staff actively promote and support equal opportunities and diversity with the children. Staff meet children's individual needs very well and all children are included in activities as they play. Children who learn English as an additional language are supported well as they see many words in their own language and hear stories told in their home language. Resources and displays around the nursery reflect a range of different countries and cultures.

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

Children build secure and trusting relationships with staff and each other as staff make sure their time at the nursery is a positive experience. The nursery environment is well thought-out and carefully planned to offer children maximum freedom of choice. All toys and resources are age-appropriate and children choose what they will play with from storage at their level. For most of the day children enjoy free flow play as they use the extensive outdoor area as an extension of the indoor learning environment.

An appropriate key person system is in place, which helps both parents and children to build secure relationships with a designated member of staff. Staff provide a caring environment where children demonstrate they feel safe and secure. All children show a strong sense of belonging within the nursery. Babies and children receive cuddles, hugs and reassurance throughout the day helping them to develop their confidence and self-esteem. Children behave well. They readily share and take turns when required and cooperate together well, sharing tools as they play with the play foam. They are frequently praised by staff and their photographs displayed on the golden circle when they have been helpful in tidying away. This helps develop children's self esteem and a sense of responsibility for the equipment and the environment. Clear risk assessments and daily visual checks help keep children safe. Children demonstrate an increasing sense of keeping themselves safe as they play outdoors. For example, a child tells another that he is going too fast on his bike and they will bump into each other.

Children are developing an understanding of a healthy lifestyle and regularly play in the fresh air. They play outside in all weathers both under the covered areas where there are more structured activities and in the garden area. The value of physical exercise is promoted throughout the nursery. For example, the baby room provides many opportunities for children to climb, crawl and practise their early and independent walking. In the garden children participate in a range of physical activities such as climbing, moving through and around large tyres and riding wheeled toys. Children have plenty of space to run and are keen to re-enact their sports day as they line themselves up and run along the tracks. The nursery provides children with healthy snacks and hot meals. Older children serve themselves their food and mealtimes are a sociable occasion with staff and children chatting happily. This helps form good future eating habits. Children can access a drink when they require and young children are encouraged to drink regularly particularly if they have a cold. Children begin to become aware of good hygiene routines; for example, after a nappy change young children are encouraged to wash their hands to develop good habits. Staff promote children's independence before they attend school. Children visit their new schools and staff talk to them about what they will do at their new setting. They encourage children to be self-sufficient when managing their personal care needs. As a result, children are confident to dress themselves and manage personal hygiene routines before they start at school

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

Arrangements for safeguarding are thorough and clearly known by staff and management to protect children's welfare. Staff have a good awareness of the nursery's policies and procedures and implement safety and security measures robustly to keep children safe. Good awareness of child protection issues and the procedures to follow with any child welfare concerns means prompt action is taken to protect children's welfare. All staff are expected to be vigilant and take responsibility for completing daily risk assessments of their base rooms and outside areas. This helps ensure that children throughout the nursery play in a safe, secure environment. There is a robust complaints procedure in place and the manager makes sure that this is fully implemented if necessary.

The experienced manager and deputy have only recently joined the nursery from another nursery within the group. The manager is highly motivated and keen to make improvements that will benefit children. She is supported by senior management in implementing robust recruitment, vetting and induction procedures to help ensure that new staff are suitable to work with children. Many staff have been at the setting for a considerable time and are dedicated and supportive of each other. This has helped maintain continuity for the children during the management changes. Morale is high. An ongoing training programme for all staff is in place as staff have appraisals and regular one to one sessions. However the systems to monitor and assess staff practice in all of the rooms have not yet been fully implemented leading to some minor inconsistencies in the quality of teaching.

Regular staff meetings provide staff with good opportunities to share and evaluate training, and exchange good practice ideas to encourage continuous improvements. Staff are proactive in working to maintain and improve standards in the nursery as they work in teams to focus on target areas for improvement. As a result, staff's knowledge and skills are continually increased to promote the care, education and development of all children. Comprehensive methods of self-evaluation are inclusive and effective overall. Senior management analyse feedback from detailed parent questionnaires, suggestions and comments from the parents forum, previous inspection reports and additional quality assurance groups. All comments are used to agree priorities for improvements. This has led to well targeted actions and meaningful improvements for children and parents. This highlights robust strengths and key improvements, including developing communication with parents as they do not always feel fully informed about nursery events and practices.

Children are happy and their individual needs are well met because their key person establishes close and highly positive partnerships with their parents overall. Parents value the staff's hard work. They receive lots of on-going information through several newsletters each term to identify areas of the curriculum and associated activities taking place. Parents take home their children's learning journal every month and actively participate in termly progress meetings with their child's key person. Overall, this enables parents to frequently evaluate their child's progress, share additional learning taking place at home and jointly agree learning priorities.

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>	119296
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	909316
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	124
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Kingsclere Nurseries Limited
<b>Date of previous inspection</b>	23/03/2010
<b>Telephone number</b>	01344 300677

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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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