

Brougham Street Nursery School

Brougham Street Community Nursery School, Brougham Street, SKIPTON, North Yorkshire, BD23 2ES

Inspection date	18/09/2013
Previous inspection date	02/06/2010

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		1
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 superb range of rich, highly stimulating activities that provide optimal challenge indoors and outdoors. These are unquestionably well matched to their individual needs and stage of development to help them make optimum progress.
- Children are well motivated and have a superb disposition to learn, as a result of a highly enabling and vibrant environment, including the effective use of resources.
- Effective settling-in arrangements, including a strong key person system and extremely close partnership working with parents, means that children develop a very strong sense of security.
- Due to the excellent access to outdoors for each age group, children's individual learning styles are unquestionably considered and accommodated.

It is not yet outstanding because

- There is scope for practitioners working with the pre-school children to reinforce behavioural boundaries consistently, in order to enhance children's understanding.
- There is scope to develop children's awareness of the importance of hygiene routines, in order to meet their individual needs further.

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 and care routines in the three nursery rooms and the outdoor play areas.
- The inspector held meetings with the head teacher of the nursery, the childcare manager and the baby room and toddler room supervisors.
- The inspector looked at children's records of learning, planning documentation, evidence of suitability of practitioners working within the nursery and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and in information included in the self-evaluation form.

Inspector

Rachel Ayo

Full Report

Information about the setting

Brougham Street Nursery School was registered in 2010 on the Early Years Register and is run by the governing body of the nursery school. It operates from three rooms within Skipton Children's Centre, in Skipton, North Yorkshire. It serves the children of the local and wider areas and is accessible to all children. Children under two years are accommodated on the first floor, accessed via stairs and there are three separate outdoor play areas to accommodate each age group.

The head teacher is responsible for the overall management of the nursery provision and the nursery employs 15 childcare practitioners, all, except one, hold appropriate early years qualifications at level 2 to level 6. In addition, there are three practitioners, including the head teacher, with Qualified Teacher Status, one of whom also holds Early Years Profession Status. There are additional childcare practitioners, who work as and when required.

The nursery opens for 51 weeks of the year, Monday to Friday, from 7.30am to 6pm. There are currently 109 children attending and children attend for a variety of sessions. The nursery provides funded early education for two- three- and four-year-old children and supports children, who use English as an additional language.

What the setting needs to do to improve further

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

- review the hygiene routines in the pre-school room to provide further opportunities for the children to develop their self-care skills

- enhance the already very good policies and procedures that support children's understanding of acceptable behaviour, for example, by consistently using positive reinforcements, which help children to understand why rules and boundaries exist.

Inspection judgements

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

Practitioners have an excellent understanding of the seven areas of learning. Planning is informed by precise and sharply focused assessments of the children and their next stage of development. In addition, children's interests, noted by practitioners through skilful ongoing observations and discussion with parents, are highly considered and incorporated

in adult-led activities. As a consequence of superbly matched play opportunities, children are exceptionally animated and eager to learn, which prepares them for the next stages of learning, especially school. First-hand experiences, such as posting letters, visiting the market, nursing home, library and feeding the ducks, extends and consolidates the children's learning. Meticulous records of learning show an extremely clear picture of what children know and can do and include, for example, written observations, photographs and progress trackers. Although, comprehensive, they are also very user-friendly and informative to parents. They demonstrate that the children are making significant progress in their learning, given their starting points. Parents regularly take their child's record of learning home, which effectively ensures they can see their child's ongoing progress and identified next steps for learning. Parents are extremely well supported by practitioners to develop their child's learning at home. This also provides them with an opportunity to add their own comments and photographs. This helps practitioners to gain a full picture of children's achievements to enable their planning and assessments to be sharply focussed on securing the best levels of attainment for each child.

Practitioners enable all age groups to facilitate their own learning as a result of the excellent range of child-accessible indoor and outdoor toys and activities. The environment is highly-stimulating. For example, even babies, dressed in waterproof all-in-one suits, can crawl between indoors and outdoors and engage in active learning. They delight in feeling the textures of different media, such as sand, water and shiny glitter, observing the differences with intrigue. Their sense of smell is heightened as they explore herbs planted in accessible flower boxes. Young children enjoy finding things out as they engage in investigative play and show excellent imagination. For example, they create a wand using bendy building toys, pretending to be a fairy and extend their play using 'magic feathers'. They show excellent small physical skills as they confidently use tools as they play with the dough and create a colourful collage as they combine different materials together. Children enjoy filling and pouring, using different sized containers in the water tray. They also skilfully operate the outdoor water dispenser to fill up the watering can, which they carefully carry over to the plant pot where flowers are growing, including an extremely tall sunflower. Older children show wonderful creativity as they engage in role play in the intriguing dark den where they can combine different natural media together. They show great imagination as they create different things with the pink dough that they helped make the previous day. They pretend to make buns and create different shapes and patterns, developing an early awareness of mathematical concepts.

Practitioners inspire children with their high levels of engagement and keen interest in what the children say and do. They are highly skilled in challenging and extending children's thinking and learning within spontaneous events and child-initiated play. For example, as older children observe their vegetables growing in the garden, practitioners encourage if they can remember why the leaves on the brussel sprout plant have holes in them. This superbly reinforces their understanding of the world and nature, including where healthy foods come from. Practitioners balance their interaction carefully, enabling children to speculate and test their own ideas through trial and error, while intervening at suitable times to support or extend learning. For example, practitioners enable children to persevere with scissors, however, prevent them from becoming frustrated by suggesting they hold them in a different way.

Practitioners place a superb emphasis on promoting children's communication and language with their excellent questioning and modelling of language and participation in projects. For example, they engage in projects based on core books and rhymes with the involvement of parents. These are superbly enhanced through first-hand experiences, which link to these, such as enacting out favourite stories as they pretend to take part in a bear hunt. Parents also continue this at home, such as taking their children to the woods and building a den, which they reflect in annotated photographs, which children share at nursery. Such projects clearly have a positive impact, for example, as toddlers readily bring books to share with adults. Parents in the baby room are encouraged to take part in the 'bear and a book' scheme, where they take home different stories to share with their children along with an associated soft toy. Practitioners create an environment that is rich in print through extensive arrays of displays, labelling and information, which promotes children's early literacy development superbly. Younger and older children are encouraged to recognise their picture and/or their name as they self-register on arrival.

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

Babies and young children are happy and develop a strong sense of security as a result of special, loving and nurturing relationships with their key person and other practitioners in their rooms, including a second key person. These are effectively fostered during the gradual settling-in period, where wide-ranging information is obtained from parents through an 'all about me' document. Consequently, practitioners can provide tailored care to meet each child's individual needs. Practitioners find out about and stringently follow home routines, which is particularly important in ensuring that babies and young children feel safe and secure as a result of continuity in their care. This is reinforced as care practices, such as feeding, nappy changing and being settled for a nap, are carried out by each child's key person wherever possible. Babies are gently cuddled as they awake from a nap and gaze at adult's faces as they snuggle them cosily while giving a bottle of milk, fostering their emotional security.

Where children use English as an additional language, practitioners obtain words from parents in their home language, in order to support the transition process. They also ensure that all families feel welcome by displaying words in different languages and reflecting positive images of diversity around the nursery. Children's transition to another nursery room and then school are well supported to ensure their continued sense of security. Given their age and stage of development, toddlers are well behaved and receive frequent positive praise to foster their self-esteem and confidence. They enjoy the interaction of others, for example, sharing ideas with practitioners as they play with the train track and play people.

Children in the pre-school room enjoy their time at the setting. They are sociable and enjoy linking up with their peers to engage in different activities. For example, they cooperate and negotiate turn-taking as they operate the sit-on digger in the outdoor sandpit and share information and communication technology equipment, which they operate very skilfully. However, there is scope to develop hygiene routines in the pre-school room to provide further opportunities for the children to develop their self-care skills. Practitioners praise children's efforts and achievements, which fosters their

confidence and self-esteem. However, there is scope to enhance the already good way in which practitioners manage incidents of unwanted behaviour to reinforce children's understanding of boundaries and behavioural expectations in a more consistent way.

Children are encouraged to make healthy choices about what they eat and drink from an early age through the provision of nutritious meals and snacks and ready access to individually labelled drinks. Mealtimes are very sociable occasions, where all age groups are actively encouraged to develop high levels of independence. For example, younger children are encouraged to feed themselves as practitioners stay close by to help, as and when needed. Older children help serve food at lunchtime and manage their own snacks through the rubber 'snack band' system. They learn that if no bands are left on the wooden mug tree, they have to wait their turn. Older children have good opportunities to learn to care for living things, such as the wide array of vegetables growing in the garden and the pet guinea pigs. They readily bring the guinea pigs brussel sprout leaves and stroke them in a gentle manner. Visitors, such as the local health visitor and dentist, help to reinforce messages about the importance of healthy practices with the children. Due to the good free-flow access to outdoors for all age groups, children benefit greatly from fresh air and exercise. Older children confidently use the physical apparatus in their outdoor area, gaining a good awareness of risk as they move their bodies in different ways. Practitioners remind the children of safety rules indoors, such as 'walking feet', which ensures they learn about keeping safe. This is reinforced through outings to the fire station and visits from the police.

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

The provider understands their responsibilities in meeting the safeguarding and welfare requirements and the learning and development requirements and has high aspirations for quality. Her ethos results in a strong commitment from her practitioner team. The head teacher of the nursery works closely with her designated childcare manager, both of who spend time working directly in the rooms, in order to monitor staff practice and the educational programmes to identify areas that will continue to improve children's care and achievements through regular supervisions and yearly appraisals.

Practitioners work well together to contribute to action plans and review how to enhance and develop areas of core play provision. This includes them accessing short training courses and taking part in local authority initiatives. This information is then cascaded within team meetings and parents are asked for their views. This includes those developed as part of visits to a centre of excellence. Practitioners are well qualified and are actively supported in their continued professional development. This includes gaining a qualification at level 3, progressing to degree level and utilising general courses run by their local authority. This means that their extended knowledge of childcare positively impacts on their practice. Space is organised well to meet children's individual needs. Practitioners are deployed well to ensure that the children receive good levels of support. Adult to child ratios are well met.

There are strong safeguarding procedures in place to promote children's welfare. For

example, there is robust recruitment and vetting of practitioners, each of whom are subject to an effective induction to ensure they are clear about their roles, responsibilities and the nursery's policies and procedures. Access to the premises is closely monitored to keep children safe and there is additional security to the nursery rooms to protect children through key fobs issued to practitioners. Practitioners have a good understanding of child protection issues. New employees attend mandatory training and regularly update this. Consequently, they are able to identify potential signs of abuse or neglect and seek advice promptly. Good risk assessments are carried out indoors and outdoors to ensure that hazards are minimised to promote children's well-being. Young children are closely supervised. For example, adults stay close by as babies practise their developing physical skills, such as pulling themselves up on furniture and monitor sleeping children.

Parents have access to a wide range of visual information when their child enrolls, such as photographs of practitioners, artwork and displays about the Early Years Foundation Stage. Leaflets about how they can support areas of learning at home provide more useful information. Parents are well informed about their child's ongoing care and education. For example, planning is displayed, open days are held and daily communication books provide an effective two-way exchange of information between practitioners and the parents of the younger children. Parents are very complimentary about their children's care and education. Practitioners have a secure understanding of working in partnership with other providers or professionals where children attend other settings or have special educational needs and/or disabilities.

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	EY396595
Local authority	North Yorkshire
Inspection number	932109
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	67
Number of children on roll	109
Name of provider	Brougham Street Nursery School Governing Body
Date of previous inspection	02/06/2010
Telephone number	08455213901

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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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