

# Bramleys Day Nursery and Nursery School

Masons Court, Ardington, Wantage, Oxfordshire, OX12 8TP

<b>Inspection date</b>	22/10/2013
Previous inspection date	24/05/2011

<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

- Strong leaderships and reflective practice have resulted in positive changes over time.
- Children are happy and confident. A well-established key person system has resulted in strong attachments between staff and children.
- Children are making good progress. Clear systems are in place which ensures that children are closely monitored and suitably challenged.
- Parents speak highly of the nursery and feel that their children are fully supported by the staff.

### It is not yet outstanding because

- Staff sometimes miss opportunities to allow older children to be more independent at mealtimes, for example, by encouraging them to pour their own drinks.

## **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 children's play indoors and outside.
- The inspector and manager undertook a joint observation.  
The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and safeguarding arrangements.
- The inspector spoke with staff, the owner, parents and children.
- The inspector tracked a sample of individual children to assess progress.

**Inspector**  
Sue Skinner

## Full Report

### Information about the setting

Bramleys Day Nursery and Nursery School was established in 1990 and is part of a group of privately owned nurseries. The nursery operates from purpose-built accommodation in the village of Ardington, close to Wantage in Oxfordshire. All children have access to outdoor play spaces. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 102 children in the early years age range may attend at any one time and there are currently 68 on roll. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery opens all year round on weekdays from 7.30am to 6.00pm and children attend for a variety of sessions. The nursery employs 15 staff and of these, nearly all hold a recognised early years qualification.

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

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

- plan further opportunities for older children to develop self-help skills at mealtimes so that they increase confidence in their own abilities.

## Inspection judgements

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

Children make good progress and demonstrate that they are enthusiastic and positive learners. Staff observe children closely and make precise assessments about their progress in order to plan interesting learning opportunities which are matched to children's individual needs and interests. Parents also contribute to the learning process, for example by writing 'My stories' which are regular accounts of their child's achievements; this helps staff to know their children fully and to keep up to date with children's changing needs. Children's individual learning records are full of photos and comments about children's activities. Children and parents can access these books on a daily basis so they are regularly shared; this encourages children to reflect on their learning.

The environment provides children with good opportunities to engage in a broad range of learning experiences across all areas. Staff value children's achievements and display their work carefully which promotes children's self-esteem. Displays such as 'Under the sea' are interactive and provide children with valuable sensory experiences. Toddlers play with gold and silver coloured 'treasure', feeling the texture of different materials and extending their understanding of the world. Older children are keen to show adults their work, for example as they attempt to write their names, and staff respond with genuine praise for

their efforts.

Children, including babies, demonstrate positive characteristics of learning as they confidently choose toys and equipment independently, exploring and questioning as they play. Older children enjoy exploring using torches in the 'dark tent', while babies laugh as they discover what happens when they splash water with paint brushes in a floor level water tray.

Children are provided with opportunities to develop good early literacy skills. All rooms have comfortable book areas and adults regularly read stories to children. Adults invest time in sharing books informally with individual children. Teaching is good: adults draw older children's attention to their favourite authors, commenting on the types of books they enjoy and younger children are learning about how sounds are made as adults sing nursery rhymes to them. Opportunities to write and make marks are available for all children and older children are beginning to link sounds to letters through systematic phonics activities. Toddlers play outside experimenting with paint brushes on paper and older children use a range of good quality pens to draw and write with some beginning to form letters.

Staff provide a wide range of resources to cover all areas of learning. Children learn about numbers, shapes and measurement as they count informally to share out fruit during snack time and play with cubes measuring the length of objects. As a result, children are making good progress in mathematics. Children are creative as they play with instruments, make models and enjoy role play experiences. They learn about the world as they have first-hand experiences to engage with nature; they grow seeds, observe and feed the goldfish and learn about growing plants in an outside sensory garden. Staff are skilled in extending children's learning. For example, they draw children's attention to the rhythm in the music they are playing, encouraging them to look for and repeat patterns.

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

There is a thorough settling in process so that children are fully supported as they come into the nursery. Parents spend time in discussion with the child's key person and are able to stay and support their child as they settle. Children's personal, social and emotional development is strong because they are supported to develop close and warm relationships, which results in children feeling secure and settled.

A good key person system enhances children's well-being. It ensures that children grow in confidence as familiar adults care for them and are fully able to meet their needs because they know their key children very well. Each child's key person generally carries out children's intimate care routines, such as nappy changing, to provide continuity of care and to help the child feel secure. All rooms are clean and attractive, with a range of cosy areas equipped with sofas and soft furnishings, so that children have a high degree of comfort in which to relax.

Children are learning about a healthy lifestyle as they are encouraged to eat balanced

meals and snacks and are taught to manage their own personal hygiene effectively. Children enjoy a nutritious lunch. Older children recognise that water is healthier than fizzy drinks and that fruit is good for you, with chocolate being a 'sometimes' food. Occasionally, however, staff miss opportunities for children to do things for themselves at mealtimes: to pour their own milk and water, for example. Children are developing good habits in relation to physical exercise and fresh air. Babies engage with nature as they are taken on walks in buggies and children have regular opportunities to go outside in all weathers. Children develop their physical skills as they climb, throw and catch balls and ride on bikes and trikes. Children are well equipped and protected with wellington boots and waterproof jumpsuits to play outside splashing in puddles.

Children in the nursery are generally well behaved and have a positive attitude to learning, which shows that they feel safe and secure. There is a vibrant yet purposeful atmosphere. Staff present positive role models to children and genuinely appear happy, smiling as they play and interact in a variety of situations; this has resulted in a healthy emotional environment, which is essential for children's all round development. Staff in the baby room smile, play and encourage children to join in with activities, and in return babies are content, curious and happy. Toddlers move freely outside, engaged in physical activities and if they fall over adults support them when they need help to get up. Staff remark that they 'love their jobs' and parents comment that the reason they chose the nursery is because of the friendly staff. Parents comment on the warm welcome they receive from the manager and the staff.

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

The provider, manager and staff have a good understanding of their responsibilities regarding the safeguarding and welfare requirements. Robust systems are in place to check the suitability of staff to work with children. Staff have received appropriate training on first aid and safeguarding. They have a good understanding of how to protect children and are aware of the procedures they need to follow if they have a concern about the well-being of children. Thorough records are recorded when children have accidents and staff keep parents fully informed. Regular fire evacuation drills are practised with all children.

There is a good range of policies, procedures and documentation to enable staff to meet the requirements of the Statutory Framework of the Early Years Foundation Stage. For example, the management team provide information for parents and staff regarding the safe use of mobile phones and social networking sites. Risk assessments and policies are regularly reviewed to ensure that they are effective and staff sign to say they have read and understood them.

Rigorous monitoring and supervision systems are in place to make sure all adults are able to fully support children in making good progress. The manager has a good overview of the teaching and learning in the nursery and regularly monitors the provision; she is very 'hands-on' and knows the children and families well. Systems for ongoing self-evaluation

are effective and robust so that they help to identify priorities for future improvement; several successful changes, such as the development of the sensory garden have already been made as a result of this process. The manager is aware of areas of strength and has identified innovative areas such as 'forest school' training, to develop in the future. Staff attend a range of training courses to enhance their knowledge and understanding in order to further improve good outcomes for children.

Staff strongly encourage parents to work in partnership with them to support their children's learning and parents report that they are happy with the very regular flow of information they receive. There are good links too between the nursery and the local community, including local primary schools, which supports older children well for their move to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY224700
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	814420
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	68
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Bramleys Nurseries Partnership
<b>Date of previous inspection</b>	24/05/2011
<b>Telephone number</b>	01235 833325

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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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Piccadilly Gate  
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