

# Brambley Hedge Nursery

Smithy House, Stanney Lane, Little Stanney, CHESTER, CH2 4HT

<b>Inspection date</b>	15/11/2013
Previous inspection date	16/11/2012

<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

- Children have opportunities to experience a wide range of interesting and challenging activities. These support their identified next steps in learning and enable them to make good progress in all areas of their learning and development, which prepares them well for the next stage of learning, such as school.
- Staff give the children a high level of positive attention, resulting in them being happy, settled and developing good relationships. This enables them to securely and confidently explore their environment, becoming active and motivated learners.
- A comprehensive range of policies and procedures are in place, implemented by staff and monitored by management. This ensures that the health, safety and well-being of the children is promoted at all times.
- Partnerships with parents are well established, enabling staff and parents to work together to support the care and learning needs of their child throughout their time in the setting. This ensures that the changing needs of the children are very well met, supporting their emotional well-being.

### It is not yet outstanding because

- Opportunities for children to further develop their independence and self-help skills are not always consistently promoted through everyday routines.
- Individual staff supervision is not yet embedded to ensure staff's professional development is as rapid as possible, to promote children's learning even 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.

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 a range of activities indoors and outdoors.
- The inspector spoke with staff, children, the manager and area manager throughout the inspection.
- The inspector took part in a joint observation of an activity in the tweenie room with the manager of the setting.
- The inspector looked at a sample of children's assessment records, planning documentation, health and safety policies and procedures, and physical care records, such as nappy changing and feeding.
- The inspector took into account the management's plans for improvement and the views of parents spoken to on the day.

## **Inspector**

Sharon Lea

## Full report

### Information about the setting

Brambley Hedge Nursery originally opened in 2000 and was re-opened in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, due to a change of ownership. The nursery is one of three that are privately owned by the provider. It is situated in the Stanney area of Ellesmere Port, in a converted farm house. Children are cared for in four age specific rooms. An enclosed garden is available for outdoor play.

The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications. The manager has an honours degree and a qualified teacher is employed in the pre-school room. The setting is open from 7.30am to 6.30pm each weekday all year round, excluding bank holidays. There are currently 77 children on roll. Children attend for a variety of sessions. The nursery provides funded places for two-, three-, and four-year-olds. The nursery serves the local community and supports children who have special educational needs and/or disabilities.

### 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 independence skills during meal times. For example, through enabling pre-school children to serve their own food, pour their own drinks and use the bathroom after lunch, rather than using wipes
- embed individual staff supervision sessions in order to provide appropriate support to develop their reflective practice skills, to promote children's learning even further.

## Inspection judgements

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

The quality of teaching is good, ensuring that children make very good progress in all areas of their learning and development. This is because staff get to know the children well, through daily observations, which identify their skills and potential next steps in their learning and development. They use this information alongside their thorough knowledge and understanding of how children learn, to plan a wide range of continuous, child chosen provision and adult-led activities both indoors and outdoors. Children are able to develop their own ideas and interests through the continuous provision of resources and activities within the learning environment, which staff enhance to support and further develop

children's learning and skills. Through effective observation, staff are able to identify when they should leave children to become deeply absorbed in their play or when it is appropriate to intervene, in order to develop learning further. For example, children painting at the easel cover their paper with paint, using one and then two brushes at a time. Their attention then moves onto squeezing the paint brush full of paint between their fingers. This leads on to painting their hands and pressing these onto their paper on the easel. Staff observe this closely and do not intervene, knowing that the child is totally absorbed in this valuable opportunity of sensory exploration. In contrast, younger children are supported by staff during sand play to learn about how to fill and turn out sand moulds, teaching them a new skill which they will be able to use independently during future play. Consequently, children make good progress in their learning, which enables them to be well prepared for the next stage of their lives and in preparation for school.

Children's communication and language development is very well supported by staff throughout the day. Babies and children of all ages enjoy sharing picture books and stories with staff and engage happily with songs and action rhymes, copying the actions led by staff. Staff respond excitedly to babies' babble and first clear words, repeating these back to them, encouraging them to repeat these and practise their new found skills. Staff model language well, speaking clearly and repeating words to support younger children in their language development. Older children are continually engaged in conversation by staff that listen to their responses and ask open-ended questions to further their thinking. For example, they help to feed the chickens in the garden. The teacher asks them if they can remember where the chickens came from. They recall that they hatched from eggs and further prompting enables them to remember that the eggs were kept warm in an incubator. Staff provide a print rich environment where resources and displays are labelled with pictures and words. Older children are taught early phonics in order to be able to say letter sounds, assisting them to develop their early reading skills. Resources for writing and mark-making are evident indoors and outdoors to enable children to develop their early writing skills. This supports children's developing literacy skills, in readiness for the next stage in their learning, such as school.

The setting is committed to working in partnership with parents and carers and identifies that this is one of their strengths. Staff understand the importance of developing these positive relationships in order to promote consistency of support with regards to children's care, learning and development. Parents complete detailed 'all about me' documents which share their child's personality, skills and development with their child's key person when they start in the setting. This enables the needs of the child to be met from the outset and provides a more accurate assessment of children's starting points. Daily diaries or verbal feedback is shared with parents about their child's care routines, such as nappy changes and the activities that they have been engaged in. Parents are actively encouraged to contribute information about their child's learning at home and provide up-to-date information on their child's interests. Summaries of each child's learning and development are shared termly with parents and thorough progress checks for children aged two are in place to complete with parents when appropriate. Learning links between home and the setting are promoted through newsletters with ideas to do at home, such as making play dough. In addition, parents can take home a special bear and his story or the nursery hamster and write a story about his adventures with them, to share with all of the children on his return. Nursery events, such as, annual parent's evenings, graduation

barbeques, opportunities to stay and play or Christmas fairs, support the further welcome involvement of parents within the setting.

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

There is a good key person system in place which supports children in forming positive attachments and relationships with staff. Settling-in visits are flexible to take into account the individual needs of each child and, as a result, children settle well. Parents are fully involved in their child's transition into the setting, sharing information about their child's likes and dislikes, care needs and development. This means that staff can provide for the child's routine needs and interests from the outset, resulting in children's physical and emotional needs being met. Similarly, the support for children's transition to other rooms within the setting is just as effective. For example, staff visit the new room with the child and share information with the new key person to minimise any anxiety and ensure that the child's needs continue to be fully met. Staff emphasise the importance of children being emotionally ready before a move into the next age nursery room is considered. Children are fully prepared and settle well into the school environment because staff make sure they are confident and prepared socially. Therefore, children are enabled to make good progress in their learning and development.

Children of all ages and abilities display confidence in their surroundings and are eager to learn and play in this very welcoming provision. The stimulating environment both indoors and outdoors enables children of all ages to freely select a wide range of resources to support their play and learning. Spacious, well organised rooms enable babies and young children to have the space to move around freely and practise their physical skills, including walking. Children gain an excellent sense of belonging and well-being as throughout the nursery, examples of their creative work and photographs of them engaged in activities within the setting are displayed. Children behave well because the staff consistently role model respectful relationships and good behaviour, encouraging the children to be kind to one another, share and use good manners. Older children have developed their own behaviour rules, with the teacher. In addition, a traffic light system to manage negative behaviour reinforces positive behaviour management. These support children in being kind to their friends and behaving appropriately in the setting, therefore taking responsibility for managing their own behaviour.

Physical skills are well promoted as children have daily access to the outside area. Here, they take risks safely as staff encourage them to challenge themselves on the large equipment and learn to negotiate obstacles and one another when riding bikes and other wheeled toys. They learn to play together through games, such as 'what time is it Mr wolf?', during which they respond to the time given by the wolf, holding hands and counting the steps together as they get closer to 'the wolf', excitedly running away when he declares that it is lunch time. Snacks and meals are well balanced and nutritious and all dietary needs are catered for. Mealtimes are social occasions and children are encouraged to use good manners and their cutlery appropriately, supported by staff according to their needs. Hygiene is well promoted through established routines and responding to children's individual care needs. For example, nappy changes take place at regular intervals

throughout the day and staff often check children to see if this needs to be increased. Each nappy change is recorded on a daily chart in each care room and in the child's daily diary and this is shared with parents during collection times. Children are helped with toilet training when they are ready for this new stage of development and older children are able to freely access the bathroom whenever they want. However, opportunities for children to develop independence in their self-care skills are not always consistently provided as older children do not have the chance to serve their own meals, pour their own drinks and use the bathroom after lunch, rather than using wipes. This does not therefore, provide fully for their progression on to school.

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

The management team have a good understanding of their roles and responsibilities in ensuring that the setting is effectively organised and the requirements of the Statutory framework for the Early Years Foundation Stage are effectively implemented. Comprehensive policies and procedures, risk assessments and safety measures are all in place to ensure that risks and hazards are minimised. These are regularly reviewed and information from accident records are used to further assess risks and to inform staff practice. Detailed accident and medication records are maintained and signed by parents. This helps to keep them informed at all times and helps to protect children's welfare. Safety and security are given high priority. For example, staff and management ensure that only authorised persons have access to the setting and that regular fire evacuation practises take place. Staff's knowledge of the safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns. The written safeguarding policy contains detailed information and a clear reminder of the procedures to follow where there are identified concerns. Parents are made aware of all policies and procedures when first joining the setting and when these are updated or new policies are implemented. All of which, ensure that appropriate steps are taken to minimise risk and keep children safe and secure.

A thorough recruitment and induction process ensures that new staff are suitable and fully understand their role and responsibilities. All staff contribute to the established appraisal process which is used well to highlight training and development needs. Staff receive training in safeguarding, first aid and food hygiene and attend additional training of interest when available. However, there is scope to ensure that the professional development of staff is enhanced further still, through embedding individual staff supervision sessions. This will provide them with additional opportunities to reflect upon their practice and consider way to promote children's progress and achievements even further. Evaluation of the strengths and areas for development of the setting is ongoing and involves the views of parents through questionnaires and comments slips. Systems are in place to monitor children's observation and assessment files to ensure they are up-to-date and that any gaps in learning or the provision are identified and addressed swiftly. The manager observes staff practice and checks that planning is broad and balanced, meeting the individual needs of the children attending.

Partnerships with parents are very good and those spoken to, speak highly of the staff who care for their children and the progress their child is making in their learning and development. Daily diaries or verbal information is shared with parents and termly progress updates ensure they are fully involved in the care and learning of their child. As a result, staff can promote consistency in children's care and learning and work in partnership with parents to support changes in children's care needs, such as toilet training. Parents receive newsletters, have access to a website and attend parent's evenings and other social events, such as Christmas fairs. Effective partnerships with external agencies and local schools are well established and contribute securely to meeting children's needs. Professionals, such as speech and language therapists who are supporting children who attend the setting, are welcome and staff work with them to promote and support the child's identified needs.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY359368
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	938560
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	63
<b>Number of children on roll</b>	77
<b>Name of provider</b>	Brambley Hedge Nursery Limited
<b>Date of previous inspection</b>	16/11/2012
<b>Telephone number</b>	0151 355 0943

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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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