

Brock House Day Nursery

Vilberie Close, Norton Fitzwarren, TAUNTON, Somerset, TA2 6RS

Inspection date

Previous inspection date

20/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children make excellent progress in all areas of their learning and development. Staff continually assess children's abilities and plan a rich variety of interesting and challenging activities to support their identified next steps in learning.
- Staff have an excellent awareness of how young children learn. They use this knowledge and skilful teaching techniques to continuously challenge children, supporting them to become highly motivated learners.
- Children's safety and well-being is given the highest priority. Consequently, children are happy, settled, secure and relationships are excellent. They are confident learners who are emotionally well-prepared for the next stages in their learning.
- Leadership is inspirational. Meticulous focus on self-evaluation ensures that staff, parents and children are highly involved in the setting's continual improvement and pursuit of excellence. As a result, staff are highly motivated and have high expectations of children and themselves.
- Partnerships with parents, other settings and professionals are excellent. This ensures that children's needs are quickly identified and that they receive targeted support appropriate to their individual needs.

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 throughout all age groups and in the garden.
- The inspector interviewed the manager and deputy manager.
- The inspector reviewed a range of documents and policies, including children's observation and assessment records.
- The inspector took account of the views of parents and carers spoken to on the day and through their written feedback.

Inspector

Katherine Lamb

Full report

Information about the setting

Brock House Day Nursery is a privately owned nursery, which originally opened in 2008 and re-registered in 2013. It is situated on the children's centre site in Norton Fitzwarren, Somerset. The nursery is open from 8 am until 5.45 pm all year round. The play space is open plan and areas are sectioned off to accommodate different age groups. Young babies have a separate sleep room. All children share a sensory room. There are several enclosed play areas to provide children with outdoor experiences. The nursery is registered on the Early Years Register. There are currently 120 children on roll in the early years age range. Children with special educational needs and/or disabilities and children with English as an additional language are supported within the nursery. The nursery receives funding for the provision of free early education for children aged two-, three- and four- years-old. The director, who has completed a Foundation Degree in Early Childhood Education, is supported by 23 staff who work directly with the children. All staff have early years qualifications at level 2 or above. This includes a qualified teacher and an Early Years Professional. Two chefs are also employed by the director.

What the setting needs to do to improve further

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

- enhance the management of daily routines so that minor interruptions are minimised to enable all children to play and take part in activities without any disruption.

Inspection judgements

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

Staff plan and provide an exceptionally varied range of activities and experiences for children, both indoors and outdoors. These opportunities are based upon staff's excellent awareness of how young children learn and their meticulous observations and sharply focused assessments of each child's abilities. Planning is always current as it takes place weekly and is based upon staff's knowledge of children's individual interests and identified next steps in learning. Staff evaluate all activities to establish whether these have had an impact upon children's learning and skills or whether further planning in this area is required. This ensures that activities and opportunities provided are both focused and purposeful. For example, staff provide a colour mixing activity, aiding older children to develop an understanding of the processes of change. Staff develop children's knowledge of this process through their skilful teaching as they ask them to describe what is happening and extend the activity by introducing vocabulary such as 'runny' and 'scooping'. They then line the colours up and ask children which is darker and which is lighter.

Routines are generally planned well to support children's learning. However, at the inspection there was a short period of disorganisation as some children got ready to go out. This briefly disrupted the play of the children that had chosen to stay inside. There is an excellent balance of adult-led and child-led opportunities, enabling children to repeat and test out what they have learnt from staff. This is further enhanced through the vibrant and richly-resourced learning environment which is organised to enable children to freely choose resources to support their play and learning. This means that children are continuously challenged, supporting them to become motivated learners and helping them to make rapid progress in their learning and development.

All staff fully understand the importance of supporting children's communication and language skills at all times, including for those children learning English as an additional language. Parents are asked to provide key words from the family's home language to reassure and reinforce children's understanding and to help staff meet their needs. Staff provide excellent commentary and open questions to children during their play, to encourage them to practise their language skills. Children are not hurried to give a response and are clearly given time to think about what they want to say. Staff sing songs and read stories with enthusiasm, which captivates children's attention. Children also read stories together in small groups, talking about the pictures and recognising some letters and the sounds they make. This demonstrates that daily phonics sessions with older children are evidently having an impact upon their literacy skills. The environment is rich in print and staff encourage children of all ages to draw and write, both inside and outdoors in the garden. For example, babies are supported to make marks in play dough and toddlers are encouraged to draw shapes in shaving foam. Staff extend an activity where children draw shapes by teaching them the number of sides which each shape has. All of these opportunities support children's developing literacy and mathematical skills in readiness for the next stage in their learning, such as school.

Children are very well-prepared as they get ready to move on to other settings and into school. The teaching of phonics and encouragement for children to write their own names helps to prepare them exceptionally well with the skills needed for this next step in their learning. Staff engage parents, carers and others fully in children's learning and development, providing regular opportunities to discuss children's needs. They share children's profiles regularly with parents and provide them with a progress check at age two where appropriate. Parents are encouraged to take home their children's learning journeys, which record their progress, to add their own comments to keep them regularly updated. These positive partnerships and relationships ensure that there is highly effective information sharing and consistency for the child and that those in need of additional support receive this to ensure that their needs are fully met. Where children have identified special educational needs parents are fully involved in contributing to, and reviewing, the individual educational plans which are put in place to support the child's individual needs. Parents are highly involved as partners, completing information with staff when their child initially starts, sharing ongoing observations from home and participating in regular progress reviews. These opportunities ensure that parents are fully involved in their child's learning and development.

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

There is an excellent and flexible settling-in procedure in place which supports children's smooth transition into the setting. Staff have worked hard to develop this area of their practice. This, alongside the outstanding key person system in place, ensures that children quickly and happily settle into the setting and that parents are also very well-supported. This reflects the superb relationships which develop between staff, children and their parents. Staff place a high level of importance upon children being happy and give high priority to their emotional security which they acknowledge is vital to enabling children to flourish in their learning and development. Parents comment that they have excellent relationships with all staff. They share information with staff about their child's care needs, interests and achievements on an ongoing basis. This enables staff to tailor the support they give for each child's needs and provide for their interests from the outset. As a result, children and babies have strong and secure emotional attachments with staff. Children are visibly happy, confident and secure, reflecting their extremely strong sense of belonging and feeling safe. This enables them to enjoy their time and make excellent progress in all areas of their development and learning in a safe and secure environment.

Children quickly develop their independence in self-help skills. This is because staff know children exceedingly well and recognise when they are ready to take responsibility, such as managing their own hygiene needs when washing their hands. Children have their own coat pegs with their name and photograph, supporting even the youngest children to independently hang up or collect their coat for outdoor play. The learning environment enables children of all ages to independently select resources of their choice, supporting them to extend their play and their developing imagination. Displays celebrate children's creativity and there are many photographs of children engaged in activities which celebrate the skills they have used and the learning gained from these experiences. Positive behaviour is highly evident and children happily play together. This is because staff understand the importance of ensuring that children are actively engaged in play, to prevent them from becoming bored and they support children to work together. Staff are exceptional role models as they are kind and respectful to one another and welcoming to visitors. This results in children who are polite and respectful and curious to find out by asking questions. These personal skills in managing their emotions and developing positive relationships support children extremely well towards the next stage of their learning, such as school.

Children enjoy fresh air and exercise, developing physical skills and confidence as they play on equipment in the outdoor area. Children relish taking part in activities, such as dancing to music and responding, both skilfully and enthusiastically, when staff encourage them to jump, touch their toes and do star jumps. Staff also use the garden as an extension of the nursery with children being able to take resources in and out, giving them independence and control over their learning. This also fully supports children that learn best outside. Inside children learn to take risks as they balance on wooden blocks as part of their game. Opportunities like these support children in taking safe risks and learn how to protect themselves from harm. A nutritious healthy, balanced menu is provided by the nursery chef which helps children learn to make healthy choices. Mealtimes are a social

occasion with all children joining together to eat.

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

Staff are very confident and have a thorough understanding of the policies and procedures that underpin the exceptional practice in the setting. Robust recruitment and suitability processes are in place to assess and continually appraise staff suitability. New employees take part in a thorough induction and support process to ensure that they meet the high standards set by the management. Continual monitoring by the management team and effective and frequent supervision ensures that all staff maintain high standards of professionalism and integrity. Whole room and individual staff observations conducted by the manager, deputy and staff ensure that the provision is reviewed and maintained to an exceptionally high standard at all times. Staff have an exceptionally thorough understanding of their roles and responsibilities in safeguarding and promoting children's welfare. Staff receive refresher training and policies are frequently updated, so staff members are fully familiar with the child protection procedures and have confidence to follow these. The manager and deputy are highly pro-active in ensuring the safety and well-being of all who use the setting and frequently review policies and procedures to ensure robust practices are in place. Regular reviews of risk assessments ensure that any potential safety risks are swiftly identified and addressed. Staff knowledge and understanding of policies and procedures is regularly checked through staff meetings and supervision, resulting in further support if necessary. All of the required documentation is in place and is meticulously reviewed and maintained.

The nursery employs a highly qualified and skilled workforce, including staff with qualifications at degree level. It is evident that the expert workforce use the training and experience gained while working in the childcare field to develop their practice and that they share the setting's high aspirations. As a result the daily provision is outstanding. The management team closely monitor that planning and assessments of children's learning are meticulously maintained, ensuring that all children are making rapid progress and that any child identified as needing additional support receives this swiftly. Meticulous focus on self-evaluation and reflective practice ensures that staff, parents and children are highly involved in the setting's pursuit of excellence and continual improvement. Clear, targeted improvement plans are in place to address any areas identified for development. As a result, staff are highly motivated and have high expectations of children and themselves. Parental feedback is highly valued, contributing to continual self-evaluation and improvement plans.

Partnerships with parents, other settings and professionals are excellent. This ensures that children's needs are quickly identified and that they receive targeted support that is tailored to their individual needs. The information obtained from parents on their child's individual care and learning is outstanding and communication between staff and parents is excellent. Parents highly value the positive relationships they have with staff and their welcome involvement in the setting. There is a wealth of information available for parents through parent's notice boards, monthly newsletters and parent's evenings. Parental

involvement is highly valued through the information they share when their child first starts in the setting, observations, discussions, written feedback and formal meetings. The manager addresses any comments made by parents in the same thorough format that a complaint would be investigated and addressed. This highlights the high level of importance which is placed upon partnership working and ensures that they work exceptionally well together to meet children's needs. Staff also ensure that links with other professionals involved with children they support who have special educational needs and/or disabilities or English as an additional language are strong, in order to ensure a fully cohesive approach to each child's care and learning. Links with schools which children move on to are strong and teachers are invited to visit the setting to meet children and share information about their learning and development. This helps to make the move to school as seamless as possible.

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

Unique reference number	EY464738
Local authority	Somerset
Inspection number	928517
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	120
Name of provider	Brock House Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01823276951

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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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