

# Brookhill Nursery Two Year Provision

Brookhill Nursery School, Brookhill Road, BARNET, Hertfordshire, EN4 8SD

## Inspection date

Previous inspection date

31/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Staff allow children to make their own decisions about whether to play indoors or outdoors throughout the majority of the session. This means children are able to learn in the environment that suits them best.
- Staff plan activities for the children based on their individual needs, and this helps children to settle into the nursery as well as make good progress in their learning.
- Home visits are a strong aspect of the nursery, because they encourage a positive relationship with parents and children from initial meetings, so staff understand children's needs and preferences from the time they start.

### It is not yet outstanding because

- Children do not have access to a wide range of resources to support their understanding of information and communication technology, in preparation for the next stage of their learning. Staff do not use routine opportunities to promote the children's mathematical language.

## 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 in the main play room and the outside learning environment.
- The inspector held meetings with the manager of the provision and staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Vicky Wills

## Full report

### Information about the setting

Brookhill Nursery Two Year Provision registered in 2013 and it is run by the governing body of Brookhill Nursery School. It operates from a nursery school in East Barnet in the London Borough of Barnet. There is access to a purpose built nursery and a secure outdoor play area. The nursery provides a service for children from the local community. It is open each weekday from 8am to 6pm all year round except Christmas, bank holidays and two weeks closure in the summer. The nursery is registered on the Early Years Register. It is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 12 places for children in the early years age group. The nursery supports children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The nursery employs four members of staff. Of these, three staff hold appropriate early years qualifications.

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

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

- increase the use of information and communication technology resources to strengthen children's understanding of the world
- extend teaching of early mathematical language by taking opportunities to promote appropriate vocabulary, for example, in everyday situations and routines.

### Inspection judgements

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

Children achieve well in the nursery as the staff plan clear and individualised learning activities for the children to complete. The children are listened to and staff think about what interests the children have, to see what they can do and what they need help with to develop. The high staff to child ratio encourages children to have a member of staff as a playmate, in which the staff use every opportunity to extend the children's learning. The staff have good quality training, which shows in the realistic targets that are set for children. Staff understand the learning and development requirements and they share these with parents often.

All staff are aware of the progress that children are making, and newer members of the team are supported to develop their knowledge through regular team meetings, which include the whole school team. All staff have high expectations for the children and set individual targets, with parents' input, to help children achieve. Children's starting points

are recorded when the children start the nursery and these are used to assess their progress at the end of each term. Staff regularly observe the children to assess their learning. They record any new interests, document conversations and new words that children use in their play and plan based on these changes. This means that learning builds on what children can already do.

Staff promote and support children's language effectively in the nursery. Staff talk to children in calm voices. They are animated to keep children's interest and keep their use of words to a minimum to ensure that children have the opportunity to talk. This encourages the children's speech as they begin to understand how conversations work and that what they have to say is valued. For children who speak English as an additional language, staff use common words in children's home languages that parents have provided, or some staff speak the same language and use this within their daily routine. For example, some staff speak Portuguese and say familiar words such as 'drink' and 'cuddle' in Portuguese to support the children's understanding of the routine. Staff prepare children for changes to the routine with clear warnings of what is about to happen. For example children are told that tidy up time is coming up to give them time to finish their play, which also helps children to prepare for upcoming change in the routine.

Children have access to a range of learning resources, such as a well-equipped home corner, inviting book area and a well planned sensory activity area. There are some opportunities for children to develop an understanding of the world around them. Children enjoy exploring ice and staff support the children by introducing new words to describe what the children see and feel, such as 'red, wet, and cold'. Staff talk to the children about the cold ice and explain that when water is very cold, it freezes and goes hard. One child puts her hands on the ice, and says 'It's melting'. This helps to support children's understanding of changes that occur in their environment. However children do not have regular opportunities to use programmable toys and learn about technology, in readiness for the next stage in their learning.

Children enjoy counting singing rhymes about numbers such as '1, 2, 3 4 5 once I caught my fish alive'. However, on occasions staff do not consistently model counting skills to children, such as counting cups at snack time or counting how many children are present each day. This slightly reduces opportunities for children to develop their mathematical understanding.

The staff teach the children using clear methods and listen to what children have to say, especially when reading stories and singing. Children enjoy choosing what song they want to sing, for example choosing to sing 'heads, shoulders, knees and toes' in both English and Portuguese.

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

Children have warm, close relationships with the staff within the nursery. The key person system supports children settling into the nursery. This is because of the close relationships quickly established with staff and familiar adults who are a consistent

presence in the children's day. Each child has a key person who completes a home visit before the child starts in the nursery and this helps each child to settle in smoothly and encourages a positive relationship with parents right from the start. This promotes children's emotional well-being. Staff follow the same approaches when talking to children about their behaviour, and they use strategies which encourage children to think about their sharing skills or playing together. Staff give children the time they need to become independent learners, as they have set up the environment to be accessible and at their own level. Staff are deployed well across the room and outdoor area so that children can free flow between the indoor and outdoor learning environments. This supports their physical well-being, and helps children to learn in the environment that suits them best. Children have the opportunity to try new things such as mixing paint and ice, and this shows they are curious and willing to try new things.

All staff have a clear understanding of the safeguarding policy for the nursery, and staff record children's accidents quickly and calmly and ensure that parents are informed at all times. Staff generally promote good hygiene practices for the children such as washing their hands and encouraging them to use a tissue when required. They encourage children to use a knife and fork and to take care when pouring their own milk and this encourages independence and skills for the future.

The layout of the room is carefully planned to create a learning environment to give children as many opportunities as possible, both indoors and outdoors, to practise their developing skills. Children enjoy moving to the school nursery and show a real enthusiasm when they return to share their experiences. The staff talk to children positively about changes in their day and what is happening to help them to gain an understanding of routines. This helps prepare children for the next stage in their learning.

Children have planned outdoor learning times as well as free flow opportunities that encourage their physical skills of climbing, jumping and running. The staff respond to children's comments on sounds they hear around them, and this encourages the children to listen. Staff concentrate on planning activities that encourage the children's personal, social and emotional development when they first join the nursery. Children have developed good, secure relationships with staff as routine events such as group times are used as a learning opportunity. The home visits, a calm, warm environment and clear policies and procedures that all staff are aware of, support children's emotional health.

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

Leadership and management are good. There are clear policies and procedures in place with a supportive induction system to ensure staff receive the support they need when they join the nursery. Planning is based on children's individual needs and the head teacher has effective systems in place to monitor the effectiveness of the children's development. Staff have a good understanding of how children learn and the importance of their emotional needs being met in order for children to achieve their learning and development goals. New staff are informed about all of the children's needs and interests

through effective team meetings, and a mentor system.

The leadership and management of the nursery monitor the children's development through tracking children's development files and observing staff practice. Through these observations staff are made aware of how they can improve their practice further and bridge any attainment gaps between groups of children. Staff development is given priority and clear training plans are in place to support staff in their delivery of the Early Years Foundation Stage.

There are effective safeguarding policies and procedures, which ensure the children's welfare is given high importance at all times. Staff are confident in their knowledge of child protection issues and the procedures to follow if they have concerns about a child.

The management has a self evaluation process which is regularly reviewed. The head teacher involves the whole school team and parents in evaluating how effective the nursery is, and identifying areas for improvement, such as developing the outdoor learning environment. Plans are agreed with the governing body, and parents and children contribute their views and ideas. This means everyone involved can contribute, which helps drive continuous improvement.

Staff are trained to observe children's development and to review their progress, sharing this with parents. Staff use their child development knowledge to discuss and concerns with parents and work with professionals to meet each child's needs. The nursery works in close partnership with local schools and the local children's centre. These partnerships support the children and their families' well-being and help parents to make contacts with their local children's centre. Staff complete progress checks for two-year-old children in partnership with local health visitors and this joint working practice encourages positive relationships for parents.

## 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>	EY459935
<b>Local authority</b>	Barnet
<b>Inspection number</b>	924108
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Brookhill Nursery School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02084490601

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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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