

Brookfields Day Nursery

21 Station Road, Hatton, DERBY, DE65 5EL

Inspection date

Previous inspection date

05/03/2014

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

- Children achieve well in the nursery because they receive good support from staff. Children enjoy exciting and challenging activities that fully engage their interest and support their learning.
- The good key person system effectively supports children's well-being when they settle in and move rooms, so they are confident and happy.
- Children's health and well-being needs are well supported. They enjoy healthy snacks and meals that are freshly cooked on the premises.
- Management places a strong emphasis on developing effective partnerships with parents. Consequently, parents feel confident with the care and learning their children receive and children benefit from the security that this provides.

It is not yet outstanding because

- Staff do not always prepare or organise adult-led activities as well as possible, particularly in the toddler room. Consequently, there is scope to improve staff's extension of children's levels of thinking so that these are fully promoted.
- Opportunities to enhance children's sensory development are not always available.

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 held meetings with the management team.
- The inspector held discussions with parents and took account of their views.
- The inspector observed children while they played indoors and outside and during mealtimes.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessments, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the nursery's documentation, policies and procedures and improvement plan.

Inspector

Janice Hughes

Full report

Information about the setting

Brookfields Day Nursery opened in 2013 and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It operates from converted commercial premises, situated in Hatton, in Derbyshire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play area.

The nursery opens five days a week all year round, except Bank Holidays. Sessions are from 7.30am to 6pm. There are currently 34 children attending in the early years age group. The nursery provides funded early education for two- and three-year-old children. The nursery employs six members of childcare staff, who all hold appropriate early years qualifications to level 3. One manager holds a childcare qualification at level 6 and the other at level 4. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- review the organisation and preparation of adult-led activities, especially in the toddler room, so that children's thinking skills are more fully promoted

- provide natural resources for the older children, to extend their sensory and investigative development.

Inspection judgements

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

Staff seek good information on children's starting points and make good observations, which enables them to plan effectively for each child's individual development. Parents are encouraged to include their comments and observations on the children's development at home. Staff plan activities for their key children, as well as small and whole group activities, such as singing and stories. Staff motivate children to learn by planning from their interests. Consequently, all children make good progress in all areas of their development, which prepares them well for their next stage of learning and school. Staff monitor children's progress through their observations of their play and use a tracker system to plot their achievements. This helps staff to identify how to support children further in their play and contributes to reducing gaps in children's learning. Staff regularly share information with parents about their child's learning, which helps parents with supporting learning at home. Staff complete progress checks for two-year-old children and discuss these at parents' meetings. Parents spoken with at the inspection visit state their children are very happy at the nursery. They feel staff keep them well informed of the

activities provided and of their child's progress.

Most activities and resources are prepared, organised and presented well and fully engage children's interest. This is because staff carefully consider how they can support children's learning. For example, babies thoroughly enjoy exploring tactile and noisy toys that are imaginatively set out and visually stimulating. Staff make a tower of cones that are ready for children to knock down. Staff support their emerging language well by modelling conversations, introducing new vocabulary and encouraging their babbling. Staff easily incorporate the weekly topic by setting out the farm animals for children to play with and reinforcing this later by singing animal rhymes. Staff effectively use props to help children know what they are singing about and reinforce the link between spoken words and pictures. For example, they successfully introduce some fresh smelling hay to represent the farm and extend children's sensory experience by doing so. Children squeal delightedly as they play with the hay and add it to the farm animals. These activities clearly help babies and young toddlers to develop their prime areas of learning successfully. In the 'two to threes' room staff help children create a 'pig' to develop their understanding of its characteristics. Staff explain what they are going to make and use questions and models carefully to encourage children to think about what the pig might look like. The activity initially fully engages children's interest and they excitedly begin to make the 'pig faces'. However, the activity is not effectively prepared and this leads to children's thinking skills not being fully extended. For example, staff do not include a variety of media for the children to use for different parts of the pig's body, introducing new vocabulary, such as 'a curly tail', singing songs or looking at books about pigs. In spite of this, children do have opportunities to help develop their handling skills as they paint the pigs and stick on their features using small and large paintbrushes and glue spreaders successfully.

Pre-school children learn about sounds successfully to extend their language and literacy skills. They participate in circle time and enjoy comparing the different sounds the musical instruments make, to help their listening skills. They respond well to high, low, fast, slow, loud and soft sounds as they copy what the member of staff does. This activity ignites them and they thoroughly enjoy banging, shaking and expressing their creativity as they play. Pre-school children demonstrate good mathematical skills when matching numbers and counting. Staff encourage children to solve problems as they encourage children to build farm houses and work out how many bricks they need and how to make the roof, so that children think of solutions. Children develop their skills for writing when painting, drawing and using a variety of tools to develop strength in their hands and fingers, such as scissors. Pre-school children demonstrate their movement skills effectively as they participate in outside activities. They enjoy climbing up and down the slide, bouncing balls to each other and riding sit-and-ride toys around the area negotiating any obstacles. Staff promote all areas of learning outside. For example, children dig for worms in the compost, draw tracks for roads using chalks, build houses out of large bricks and read books in the sheltered area. Overall, teaching is good. Consequently, children are progressing well and prepared for school effectively.

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

Staff effectively help to support children's well-being. Children settle quickly because of the good key person system. As a result, children are emotionally strong in readiness for effective learning. Staff welcome children and their parents on arrival and exchange good information. Most children are happy to part from their parent or carer and staff comfort those who get upset so that they soon go off happily to play. Children show they are forming good relationships with the staff and other children attending. This is because staff are friendly and have an inclusive approach, welcoming all children. Children become confident in their own self-care from a young age and confidently get themselves ready to go outside to play. They receive plenty of praise and encouragement. This effectively helps to support their self-esteem. The staff are consistent in how they deal with any unacceptable behaviour. For example, they give children praise and promote positive behaviour. Consequently, children learn how to behave well. Children are familiar with the routines for the day. They happily play independently or ask staff for help when needed, as they are secure in the attention staff give them. Staff encourage children to be polite and considerate to each other, playing safely with the equipment. Staff use pictures of expressions to aid children in understanding about emotions.

Staff provide good resources and plan exciting activities, for children to learn about people's differences and value each other's cultures. For example, staff introduce a range of celebrations and festivals to raise children's awareness of the variety of experiences different people enjoy. Part of this is to create a large dragon. To further the children's excitement and interest in this area of learning staff and children parade around the outside area to celebrate Chinese New Year. Overall, children have good access to resources, which staff store at low level to enable children to make independent choices. The learning environment is generally stimulated and there is a range of resources and toys to cover all areas of learning. Babies enjoy a wide range of natural resources that promote their sensory development. However, the older toddlers and pre-school children, have few natural, resources to explore and investigate independently. Staff have created some exciting displays that portray children's artwork and creations. These provide a good sense of belonging for the children and demonstrate that they are valued.

Staff support children well in developing a good awareness of how to keep themselves safe and healthy. Staff have a good understanding of children's individual dietary needs. Children enjoy the healthy meals that are cooked freshly on the premises each day. Mealtimes are social occasions and children are familiar with the routines to wash their hands. At mealtimes, children find their own name and choose where they would like to sit, which effectively promotes their independence. Children confidently serve their own food and pour their own drink, with support from staff when necessary. Staff sit alongside the children at these times to promote their social skills and manners. Staff wear aprons to serve food and discuss healthy eating. All children benefit from daily outdoor activities. Children have fresh air every day at regular times and older children can choose to play indoors or outside. Children sleep and have their nappy changed according to their individual needs. Staff organise visits to the fire station to promote children's awareness of safe practices through real experiences. They regularly practise the emergency evacuation procedures and staff are clear about their responsibilities to keep children safe and promote children's well-being. When children move from one room to the other, they visit with their key person to aid their settling in. Prior to this, staff have a meeting to discuss who will be the best person to become a child's new key person and then inform the

parents. Staff invite other providers to the nursery to build bonds with children before they start caring for them. These procedures provide good support so that children feel secure before they move on. Parents comment positively on the sensitive way staff help their children to settle when they first start at the nursery and this is why they are now eager to come. Parents state that they find the staff friendly and approachable.

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

The nursery is led and managed by a knowledgeable and aspirational management team. The owners who are the managers give enthusiastic leadership that inspires a commitment towards continual improvement across the staff team. They oversee the successful implementation of both the learning and development requirements, and the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding procedures are effective. All staff prioritise children's safety and have a good awareness of safeguarding issues. Staff demonstrate a good understanding of their roles and responsibilities to safeguard and promote children's welfare. Robust vetting and recruitment procedures result in suitable persons caring for children. This includes references, qualifications, health checks and Disclosure and Barring Service checks. In addition, a thorough induction procedure ensures all staff have a secure knowledge of their roles. Most staff hold a current paediatric first aid certificate which ensures that any first aid issues are dealt with correctly. Any accidents or incidents are effectively recorded and parents are given a copy of the report, this ensures they are fully aware of what happened. Parents are made aware they have to report accidents that occur at home. This all helps to ensure children's safety. Staffing ratios are always met, ensuring that children receive plenty of attention. Risk assessments, for the inside and outside areas, are completed daily and any identified hazards are quickly minimised. Risk assessments are completed prior to any outing. This helps children feel safe and secure.

Effective self-evaluation processes involving the whole staff team set priorities and targets for future improvement. These systems and liaisons enable the staff team to drive continuous improvement. Managers conduct appraisals and supervision sessions. This provides good support for staff and contributes to their professional development and improvement in the provision for children. The managers also encourage the sharing of information and concerns and staff have a secure knowledge of the procedures to safeguard children and protect their welfare. In addition, they ensure that the required ratios are maintained at all times to safeguard children's welfare. All regular staff hold relevant qualifications at level 3. This has a positive impact on the activities provided and the good interactions between staff and children. Monitoring is effective. The system to track and monitor progress ensures the owners are fully informed about each child's developmental progress.

The nursery has good relationships with other professionals, including those involved with children and their families. This ensures that all children receive support in line with their unique needs. Partnerships with parents are very good. Parents are well informed through monthly newsletters, information boards and the verbal daily exchange of information. The owners obtain the views of parents through the annual questionnaire. Staff are

friendly and chat openly with parents as they share information. At the inspection, parents spoke very highly of the care their children receive at the nursery. They were all confident that their children are supported and well informed about what their children do whilst at the nursery. The close partnership enables staff to meet the children's individual needs and maximise their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY469745
Local authority	Derbyshire
Inspection number	937907
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	34
Name of provider	Zoe Moore and Elly-Jay Ward Partnership
Date of previous inspection	not applicable
Telephone number	01283 813 583

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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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