

# Bramble House Day Nursery

Techno Trading Estate, 54-56 Bramble Road, SWINDON, SN2 8DS

<b>Inspection date</b>	20/03/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 are progressing well in all areas of learning and development, because the staff have a good understanding about how children learn.
- Children have constant access to the outside play spaces, which means they are able to explore, investigate and develop their play both inside and outside.
- The safeguarding requirements are met effectively, which helps to promote children's well being and safety.
- There are good partnerships with parents, carers and other professionals and regular information is shared between them.

### It is not yet outstanding because

- Children are not fully encouraged in developing their independence during meal times and there are inconsistencies between how staff encourage children with their independence skills.
- The display of books in the preschool room is not inviting, which means children do not feel able to easily access them and books are not included in the outside play areas.

## 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 activities in playrooms, dining room and garden areas.
  - The inspector held a meeting with the owner/manager of the provision
  - The inspector invited the owner/manager to carry out a joint observation.
  - The inspector had discussions with the staff, children and parents.
- The inspector sampled a range of documentation including children's records,
- safeguarding procedures, planning documentation, evidence of suitability and qualifications of practitioners and the provider's self-evaluation.

## Inspector

Hilary Tierney

## Full report

### Information about the setting

Bramble House Day Nursery registered in 2013. The nursery is privately owned and managed by Bramble House Day Nursery Limited. The nursery is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a renovated premises situated in the Techno Trading Estate in Swindon. The preschool room, quiet/after school room leads to a dining room; there are also toilet facilities, the office and kitchen on the ground floor. Three playrooms for younger children, a sleep room, nappy changing and toilet facilities are located on the first floor. Children have access to a fully fenced outdoor play area, with an astro turf area, a fenced area for the younger children and areas for bikes and role play. The nursery offers care for children living in the local and surrounding areas. It is open each weekday from 7am and 6pm all year round, except for bank holidays. The nursery offers a before and after school club which operates from 7am until 9am and 3pm to 6pm during school term times. The nursery offers a drop off and collection service from children attending Gorse Hill Primary school and Grange Federation School. Older children may attend during school holidays also. There are currently 51 children on roll in the early years age group and 23 school age children. The nursery provides support for those children who have special educational needs and/or disabilities and those children who have English as an additional language. The nursery receives funding for the provision of free early education for children aged two, three and four years. Currently, 11 staff, including the manager, works directly with the children. The nursery also employs a cook. The owner manages the day nursery and holds a Foundation Degree in Science and Early Years qualification. There are seven staff who hold appropriate childcare qualifications to level 3 and above.

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

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

- consider ways how children's independence and involvement can be developed during lunchtimes
  
- consider providing an attractive, inviting and cosy book area, so the preschool children are able to develop their enjoyment of books further, both inside and outside.

### Inspection judgements

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

Children are progressing well in all areas of learning and development. This is because the staff have a good knowledge of their key children and their starting points, interests and

next steps. Children demonstrate they are happy, confident and enjoy their time at the setting. Staff plan activities around children's choices, interests and individual needs. Children's personal, social and emotional development is promoted effectively. The staff actively encourage sharing, taking turns and help children to understand about being kind to their friends. Children interact well with each other and the staff as they play. Children enjoy working together to develop their games. For example, when children are outside, they enjoy playing in the mud kitchen, filling containers and talking with each other about what they are pretending to make and cooking. Younger children are taught to share through careful explanations from staff. For example, when a young child tries to take a toy from another child, the member of staff gently reminds the child that their friend had it first and they need to wait until they have finished or find another toy to play with.

Staff promote children's language skills very well. Children are spoken to constantly by staff as they interact, which helps to develop their early language skills. Young children are supported well with their understanding of language and as staff speak to them, they make sure they have eye contact and use sign language to help children understand. The young children enjoy looking at books alone and are able to access these easily from the low-level shelves in their room. Children enjoy listening to stories read to them by staff. They sit enthralled as the story is read to them. The preschool children have access to books inside, however, the books are put away untidily and the area is not inviting. As a result, the children do not readily access the books. Staff do not ensure that books are easily accessible for all children when they are in the garden. This means if children want a story they have to go inside.

All children have very good opportunities to develop their physical skills. The preschool children have constant access to the outside play spaces, where they are able to explore and investigate. They enjoy playing in the mud kitchen filling containers, mixing, and developing an understanding about quantities. The staff use open questions to help children think and problem solve, such as 'how many do you have?', 'which is the biggest?' Staff help children understand about the world around them, through allowing children to take risks such as using planks of wood across crates to balance and walk on. Children are encouraged to count, recognise shapes and numbers as they play. They have access to creative activities outside such as painting, modelling clay and recycled materials. The younger children enjoy exploring with water and sand play, listening to wind chimes and being able to climb through tunnels, ride bikes and run. Through clear guidance from staff, careful planning and development of child-led activities, children are developing the skills, attitudes and dispositions they need to be ready for their next stages in learning. For example, when moving to another room in the nursery or going to school.

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

Children are very happy, confident and demonstrate they feel safe and secure in the setting. They have formed close attachments with their key person, who knows them well and meets their care needs effectively. Young children are comfortable with their key person. The key person stays close to their key child so they are able to offer reassurance and support if required.

Children are learning about healthy lifestyles and good personal hygiene practices. Children have very good opportunities to experience the world around them. All children have regular access to the outside play space where they are able to continue and develop their play between inside and outside. Children are encouraged to understand about good personal hygiene procedures. Staff remind and explain to children why they need to wash their hands before meals, after using the toilet and being outside. Younger children have help to wash their hands from staff. Staff practice good nappy changing procedures when they change their key children's nappies. Children enjoy their meals and snacks, which are provided for them. Children enjoy meals and snack times and sit well to eat; staff sit with the children and chat with them as they eat. However, children are not encouraged to develop their independence further as their lunch is brought to them already served on plates or bowls and when children ask for more, the staff serve the children.

Children are well behaved and occupied and enjoy their time at the setting. They respond to the positive praise and encouragement from the staff. Children are reminded to be kind to each other and share as they play. Children are being prepared well for their transition to their next stage of learning.

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

The provider has a good understanding about their responsibilities in meeting the safeguarding and welfare requirements. The staff are very aware of safeguarding procedures. They confidently speak about the procedure they will follow if they have any concerns about children in their care. Detailed risk assessments are carried out regularly, which contribute to the staff minimising risks and keeping children safe. Security of the premises is good. There are detailed systems ensure the suitability and qualifications of all staff who work with children. Clear recruitment, induction and monitoring processes have a positive impact on maintaining enthusiastic and motivated staff. Regular team meetings enable staff to contribute comments and ideas to enable future improvements. This helps staff feel they are able to contribute to the evaluation of practice.

The provider is fully aware of their responsibilities in meeting the learning and development requirements. Planning, observations and assessments are carried out regularly; they are detailed and inform future learning for the children. Staff are knowledgeable about how children learn and develop. They know their key children well; as a result, they are able to plan for their next steps to ensure children progress well in all areas of learning.

There are very good partnerships with parents, carers and other professionals. Detailed information is shared with parents through regular meetings with their child's key person. Parents meet with their child's key person and are able to discuss their child's progress and future learning; this includes how parents can continue learning at home. Detailed notice boards, newsletters, and verbal information keep parents informed about current events in the nursery. Parents help fund raise for nursery equipment and improvements,

such as the recent development of the outside play space. Parents speak highly about the care provided and how well their children have settled at the setting. Parents are very aware of their child's key person and that they can see their child's learning journals regularly. The staff are fully aware about sharing information with other professionals. They have strong links with other local settings that children attend, which enables them to share detailed information about their learning.

This is the setting's first inspection since registration. A detailed evaluation of practice has been completed and all staff were able to contribute to this process. Parents and children's views were also requested. This process has been effective in identifying areas to improve to benefit the children in the future. The staff are highly motivated, as a result of a dedicated, inspirational owner/manager who is committed to providing high quality childcare.

### **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

<b>Unique reference number</b>	EY463233
<b>Local authority</b>	Swindon
<b>Inspection number</b>	934785
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	58
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Bramble House Day Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07734513273

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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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