

# Bramley Wood Day Nursery

Old Bracknell House, Crowthorne Road North, Bracknell, Berkshire, RG12 7AR

<b>Inspection date</b>	19/03/2014
Previous inspection date	08/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 kept safe as staff are vigilant and employ consistent strategies to manage children's behaviour.
- Partnerships with parents are strong and the nursery offers good opportunities for parents to share in children's learning.
- Children have access to well planned activities and as a result they are developing strong early literacy skills.
- The well-resourced nursery enables children to freely choose from a wide range of motivating activities and experiences that encourage them to be active, explore and investigate in their play.

### It is not yet outstanding because

- Staff interaction is not always fully effectively in offering all children opportunities to talk through their own solutions to problems and share their ideas and views.

## 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 talked with parents, children and all available staff and took account of their views.
- The inspector tracked children in their play both indoors and outside in order to provide evidence of children's progress.  
The inspector reviewed documentation including a representative sample of the safeguarding policy and procedure, behaviour management policy; safe recruitment, staff appraisal documentation and staff deployment, children's learning and development records and planning.
- The inspector conducted a joint observation with the manager.

## Inspector

Sue Bayliss

## Full report

### Information about the setting

Bramley Wood Nursery opened in October 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted house close to Bracknell town centre, in Berkshire. Children are accommodated on two levels of the property and there is no lift. Children have access to a variety of enclosed outdoor play areas. The nursery serves the local area. The nursery is part of Complete Childcare Limited, which has nine other nurseries. The nursery is open every week day from 7.30am to 6pm, all year round. It closes on Bank Holidays and the week between Christmas and the New Year. Children attend for a variety of sessions. There are currently 139 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery currently supports children who speak English as an additional language and those children with special educational needs and/or disabilities. The nursery employs 22 staff; of these 17 hold relevant childcare qualifications including the manager who holds a Level 6 qualification. The nursery employs two cooks to provide meals across the full nursery day.

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

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

- improve opportunities throughout the nursery for staff to extend children's problem solving and thinking skills through skilful interactions.

### Inspection judgements

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

Children arrive happily at the nursery. They are familiar with routines and show they are eager to learn as they settle quickly to play with activities. Children who attend this nursery make good progress from their starting points as a result of the carefully planned educational programme on offer to them. Staff skilfully observe children and plan activities that closely support children's individual development level. As a result children start learning quickly. Children with special educational needs are identified early and the nursery provides support by carefully planning for children's next steps and monitoring their progress.

Staff make the most of planned parents meetings, as well as informal opportunities, to talk with parents about their children's progress. Staff take account of parents' observations of their children's interests and learning and include these in children's record books. Staff use this information as they carefully plan activities that reflect children's current interests and that take account of children's learning outside the nursery environment. This ensures that children are motivated by the experiences on offer to them

and enjoy their learning.

Children choose from a wide range of exciting activities throughout the day. Children are keen to learn because activities are carefully planned and matched to their next stage of learning. Staff understand that children learn in different ways and recognise that children are active learners who benefit from opportunities to learn outdoors. All seven areas of the Early Years Foundation Stage curriculum are available to children both indoors and outdoors. Older children move freely between the indoor and outdoor areas carrying equipment and developing their play. They use clipboards as a stable surface on which to write as they give their friends speeding tickets for ridding their trikes too fast.

Children's physical development is encouraged in the large outdoor space. They use their large muscles and develop their strength and stamina as they build dens under trees. A group of children are motivated by a story and take part in a bear hunt. They are developing knowledge of their environment as they "trip trap" over the wooden bridges and search through the wilderness areas looking for the bear. Children hunt for bugs and shout with delight as they discover a green beetle in the grass. They carry it carefully to the bug area and consult the pictures displayed and look in books to identify its name. Younger children develop their fine motor skills as they paint the fence with water. They are developing the muscles they will use in their writing. Staff use children's natural interests to develop their learning in a way that is fun and meaningful to them.

Staff have undergone training to support children's early literacy skills. Children benefit from carefully planned opportunities across the week to develop their early phonics skills. Older children go outdoors on "environmental walks". They develop their listening skills and play challenging games such as "I spy names," where they begin to identify individual sounds at the start of each other's names. Many older children competently write their names and are beginning to form other familiar words in their play. Younger children have ample opportunities to explore musical instruments and recognise sounds in the environment. They are developing their listening and attention skills and a love of stories and rhymes. Toddlers and babies choose pictures of their favourite nursery rhymes from the song box and join in actions squealing with delight at the crocodile puppet.

Staff are aware of children who speak English as an additional language and children see their home languages valued in the nursery. Staff talk to parents about words that are important to children and they use these words during the day. For example, at sleep time and when welcoming children into the nursery. Children are learning words used by a wider society and have access to positive images in a range of books and activities.

Children in the nursery are being taught mathematical concepts and are proud of their achievements. They play with animals and compete with each other to find the one with the longest tail or the most stripes. In the pre-school room children proudly shows they know the names of one dimensional shapes. They spontaneously change the cars they are playing with from a circle shaped traffic jam into a diamond shape of cars. They show they are finding ways in which to practise the concepts they learn through every day play. Staff use many teaching strategies consistently across the nursery. They understand how to interact with children to support their mathematical development. However there are some missed opportunities to develop children's thinking and problem solving skills in

everyday activities. This is because not all staff consistently interact to offer children opportunities to talk through their thinking as they solve problems. This means that on occasion children miss the opportunity to explore their own solutions or to share their imagination and own ideas.

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

Children are happy and settled and excited to talk about their nursery. They describe the friends they have and they are positive about the staff that care for them. They are making strong relationships with each other and they know they are valued. Staff praise children for their achievements and are helping them build resilience and the confidence to try activities which they find more difficult. For example staff point out to children on the swings that their legs are moving backwards and forwards. They encourage them to push and pull with their legs in a more coordinated way. Staff cheer and clap as they start to move the swing themselves, sharing in and celebrating their achievements.

Children behave well in the nursery because they understand the routine and are learning about boundaries. Staff provide children with positive role models and offer children safe choices. Children hear positive language as they are praised for remembering a 'golden rule'. They are developing confidence and a good understanding of appropriate behaviour. Staff are consistently vigilant in their supervision of children. For example at meal times and at times of routine change. They encourage children to be independent as they eat their mid-day meal. They sensitively offer support to children who find coordinating spoons and forks difficult and to children who are tired. Older Children are developing their awareness of how to keep safe. They relish the challenge of den making outdoors but are aware of the dangers to others of carrying sticks and pushing wheelbarrows.

Children spent long periods of time outdoors in the fresh air. They are developing a healthy lifestyle and enjoy the opportunity to be active in their play. As a result children are developing good physical skills and they have plentiful opportunities to develop strong friendships and practice their social skills as they play imaginatively in their games. Children are learning how to keep themselves healthy and how to interpret their body signals. For example they are beginning to know when they are tired and what they need to do to enable their bodies to rest. Staff sensitively support babies and younger children to take time away from their exploration and play to rest. For example in the baby room babies are encouraged to snuggle on an adult's knee, contentedly resting while they explore some glove puppets. Staff know children well and understand their individual preferences. For example care is taken so that each child can drink from their favourite cup or beaker. Systems are in place to ensure that children with allergies are kept safe and staff talk to older children about their individual preferences. Children are learning that everyone is different and that people have different needs.

Staff are knowledgeable about their key children. They understand their needs well. When children settle to sleep in the nursery key staff know the individual needs of each child as well as parental preferences. Staff spend time rubbing children's backs as they fall asleep

or watch carefully as babies and children settle themselves to sleep. Parents are happy with the care children receive in this nursery and work with staff to discuss children's needs and plan their move to new rooms. As children move through to school staff meet with their teachers. They share children's progress records and talk to them about each child's individual learning and development. Staff prepare children emotionally as they leave the nursery, reading stories and talking to them about their next stage of learning. Children feel secure as staff support them with carefully planned moves at each stage of their development.

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

The manager and staff demonstrate a strong understanding of the Statutory Framework for the Early Years Foundation Stage. They are very aware of their legal responsibilities to safeguard children and promote their learning and development. The manager has developed good systems to ensure that children are kept safe and that ratios are well maintained. Careful monitoring ensures that children are well supervised, the building is secure and that individual children's needs are met by appropriately qualified staff. Accurate registers record times of arrival and departure of children, staff and visitors and staff are well deployed and are vigilant about risk. Staff are clear about what constitutes safe risk and challenge to children and what does not. This means that staff know how to keep children safe in all areas of the nursery. For example when children sit on adult furniture or use large climbing equipment. Effective risk assessments are carried out across all areas of the nursery. This ensures that equipment, resources and furnishings are safe and in good repair.

The nursery manager is proactive in ensuring staff receive the support, training and encouragement they need to develop their skills further. Recruitment and vetting procedures are robust and new staff have thorough inductions which support them to understand nursery policies, procedure and practice. The manager uses performance management and supervision to support less qualified staff to develop their skills. For example the manager and senior staff monitor staff interactions to ensure that behaviour management across the nursery is consistent and staff talk with children sensitively. For example at meal times and during play.

All staff understand their role in safeguarding children and protecting children from abuse. They are clear about what to do if concerns arise about children's well-being. A safeguarding policy is in place and staff understand the nursery's whistle blowing policy. They are confident that they know how to report concerns they have including any concerns relating to a member of staff.

The manager ensures there are regular meetings between herself staff and parents and that the progress check for two-year-old children is completed. Parents report that the nursery manager and key staff in rooms are always available to talk with them and are responsive to any concerns they may have. The nursery has a clear complaints procedure

and the manager responds quickly to explore any concerns from parents, staff or children. This demonstrates the manager acts quickly to respond to concerns and ensure children are kept safe.

The manager is clear about the strengths and areas to develop in the nursery. She works in partnership with parental representatives through the nursery's parent forum, and with the local authority and nursery staff to identify new areas in which the nursery can develop. The manager has identified that the nurseries partnership with parents is strong. She has worked with her senior management team to refine the educational programme to ensure that activities are planned to support children specifically to develop their literacy skills and mathematical knowledge. The nursery has worked to address recommendations from previous Ofsted inspections. The manager has introduced a new planning and assessment system across the nursery which is proving effective in ensuring children's progress is monitored more rigorously.

### **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>	119296
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	953685
<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>	124
<b>Number of children on roll</b>	139
<b>Name of provider</b>	Kingsclere Nurseries Limited
<b>Date of previous inspection</b>	08/08/2013
<b>Telephone number</b>	01344 300677

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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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