

Brookhill House Day Nursery

19 Brookhill Street, Stapleford, Nottingham, Nottinghamshire, NG9 7BQ

Inspection date	27/01/2014
Previous inspection date	02/03/2010

The quality and standards of the early years provision	This inspection:	
	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

- The manager is highly committed within her role, ensuring the nursery goes from strength to strength and she works closely with all staff to ensure this.
- Staff have a good knowledge and understanding of the Early Years Foundation Stage. They use this to ensure children's individual next steps in their learning are included in the planning of activities. This ensures all children make good progress in all areas of their learning and development.
- Throughout the nursery children are happy and well settled. They are highly confident as they engage in conversations, welcome visitors and move around the different areas of the nursery with confidence.
- The manager and staff are all committed to safeguarding children and fully understand their roles and responsibilities and the procedure to follow should they have a concern or need to report incidents to the relevant bodies.

It is not yet outstanding because

- Opportunities to challenge children's learning and thinking even further are not consistently maximised, in order to take their achievements to the next level.
- Opportunities to explore diversity are not maximised as artefacts are not available within role play situations to make the most of everyday play experiences for children.

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 the playrooms and outdoor areas.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Full report

Information about the setting

Brookhill House Day Nursery, owned and operated by Cared4 Ltd, opened in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Stapleford, Nottinghamshire. It is one of two privately owned nurseries. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 23 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 and 3 and two staff members hold degrees. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 105 children on roll, who are all within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery operate an out of school club, which is situated at the local school.

What the setting needs to do to improve further

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

- maximise opportunities to challenge children's thinking and link their ideas, for example, by providing a range of situations that enable them to use writing for purpose in their play
- enhance children's understanding of diversity, for example, by developing a range of resources in the role play area to enable them to explore cultural artefacts in everyday situations.

Inspection judgements

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

Children are settled and feel secure in the setting, therefore, they enjoy attending and are motivated and enthusiastic to engage in the activities and experiences provided. The manager and staff have a secure understanding of the Early Years Foundation Stage. There are planning systems in place to ensure children have experiences across all areas of learning, as well as being able to initiate their own play. Staff have good systems in place to assess children's learning and development and use supporting documents to identify and appropriately plan for the next steps in their learning. Initial observations and assessments, which enable them to identify children's individual learning needs and interests, are made by key persons when children start attending. Children's progress and development is observed and monitored well. Progress checks at age two and summaries of children's development in the three prime areas are completed and shared with parents. Development records for all children are maintained and assessments of their progress are regularly completed. This enables staff to monitor and include children's

individual next steps in learning in the planning of further activities. As a result, the activities are matched to their individual needs and interests, which results in them making good progress and supports their future learning.

Children are confident and capable in their use of mathematical language to describe the size and colour of bears. The children are able to copy patterns and create their own patterns. Staff skilfully engage children in singing and using actions during group times to learn about counting and number. Communication and language are encouraged with all the children and they receive lots of praise and encouragement from the experienced staff. This builds on children's confidence and self-esteem. Children's communication and literacy skills are developing well. Staff constantly talk and engage with children, ask questions and encourage good language development. Children enjoy looking at books and listening to stories with staff, developing their awareness of printed words and their use of language. Staff model language and introduce new vocabulary to babies during exploration play in the water tray. Staff skilfully follow the babies lead while washing the cars, contributing to their excitement in participating in new activities. Children use a variety of tools for making marks in cornflour and with paint brushes, which contributes to them developing their early writing skills. Writing implements and tools are easily accessible for children to use, although they are limited to the designated writing area. Links with other areas of learning, such as, putting their own name on their creative work and writing for real purposes in the role play area would prepare them for the next stage in their learning. Children enjoy creative activities and confidently explore their own ideas, such as how to attach a handle for their Chinese New Year lantern. A good range of technology equipment is easily available to all children. However, opportunities to develop children's understanding of diversity is restricted due to a lack of artefacts to enable children to explore cultural celebrations through role play. Children have regular opportunities for outside play. The enclosed outside play space has a range of appropriate climbing and balancing equipment, ball games and wheeled vehicles, enabling children to develop their physical skills well. For example, children learn to manoeuvre bikes and trikes around poles and obstacles. Children's awareness and understanding of the natural world is promoted well as they have access to a well-planned sensory garden with opportunities to dig, plant and observe insects.

Partnerships with parents are effective. The key person system is very effective in establishing positive partnerships with parents to support children's all round development. Parents contribute to the initial assessment of their children's starting points on entry and share information on their child's individual needs, likes and dislikes. Staff use this information effectively and due to this, know all children well. This ensures every child makes good progress and their individual needs are effectively met. Staff exchange daily information to ensure parents are informed of daily issues. Staff regularly share children's progress reports with parents, which show children's good progress in their learning and development through the seven areas of learning. These reports also provide information on what is identified as the next steps in children's learning so parents can be involved in this. Trips out into the local area and to the nearby school help and promote their understanding of the community around them.

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

Children are very happy and well settled within the setting. Each child is assigned a key person when they start attending, enabling positive relationships to be built between children, key persons and parents. Relevant information is gathered by the key person to help ensure children's individual needs are known and that their interests and learning needs are effectively met through individual planning. Children confidently approach staff, engage in conversations and welcome visitors. Staff routinely offer lots of positive praise and recognition for children's efforts and achievements. Children have very secure emotional attachments within the provision as staff are very attentive to them, listen to their requests and ideas and are fully aware of their individual needs. Their art work is attractively displayed in the 'art gallery', giving children a strong sense of belonging. Children's independence is good. They freely choose their activities, put on their own coats and independently use the bathroom. Children behave well because they have secure boundaries and staff expect them to be capable. For example, staffs give toddlers plenty of time to 'have a go' at putting on their coats ready to play outside. They respond with lots of praise when children are successful. This means children develop confidence in their own abilities and in turn this raises their self-esteem and makes them feel good about themselves. Children have plenty of opportunities for individual attention. For example, a very young child snuggles in to a member of staff as she reads a book with the child, enjoying the closeness this provides.

Safety within the provision is good. Children cannot leave unattended and the secure entrance prevents anyone entering without the knowledge of staff. All visitors are required to sign in and out. An emergency evacuation plan is in place and fully understood by staff. Regular emergency evacuation is practised with the children ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. Staff are positive role models for children and this contributes to the development of their good behaviour, independent skills and good manners. Children are provided with a healthy and well-balanced range of snacks and lunches. They enjoy a variety of fresh fruits at snack time and drinks of fresh water are available to children throughout the day. Children enjoy a sociable lunch time where they sit with their peers and staff in small groups. Mealtimes develop children's independence as they are encouraged to serve themselves and wash their own crockery. This also helps children develop a good sense of routines and prepares them for their transition into school. Children demonstrate a good awareness and understanding of their own needs and personal hygiene as they know and follow robust hygiene procedures with regard to hand washing before eating and after using the toilet. Children have access to a well-resourced outdoor area which means they benefit from fresh air and develop their coordination as they use equipment, such as a slide and dig in sand. Partnerships with parents and other professionals are fully in place. This ensures that children's individual learning and welfare needs are met and that children are well prepared for the next steps in their learning. They are fully supported in their transitions as they move onto school. Staff have built strong partnerships with the school where children move on to and share what they know about the children.

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

The setting is managed effectively because clear policies and procedures are in place, including those for safeguarding children, which are followed consistently. Staff have a good understanding of their responsibility in terms of child protection and describe safeguarding children as being 'everyone's responsibility'. They are confident in recognising the possible indicators of abuse or neglect and the procedures for reporting any concerns. Staff have attended safeguarding training and are very secure in their knowledge of child protection. All staff are aware of the Local Safeguarding Children Board procedures and of the setting's procedures. The manager is the designated safeguarding officer for the provision and has a very clear understanding of her role. The manager is enthusiastic and driven to provide good quality care and education for children and strives to continually improve the service provided. Comprehensive policies and procedures, which promote children's health, safety and welfare, are fully in place and effectively implemented. Robust risk assessments are completed along with daily checks to ensure children are kept safe at all times. Children's safety and well-being is further assured through the robust recruitment procedures of suitable staff. All accident and medication records are well maintained and daily registers of attendance show ratios of staff to children are well maintained and children are effectively supervised at all times. Any complaints or concerns that are received by the setting are investigated and recorded appropriately.

The managers are fully involved in the daily practices of the provision as they work alongside staff. This enables them to effectively monitor practice and identify areas for further improvement. Staff meetings, regular supervision and annual appraisals enable the sharing of skills and clear identification of areas for improvement. Staff regularly update their knowledge and skills through identified training. The management team have clear priorities for further improvements and achievements to maintain their already good levels of practice. They work closely with the local authority who offer support. All staff are included in the self-evaluation process of the provision and parents are asked for their opinions through questionnaires. Effective responses to parent's opinions reassures parents that their views are valued and appreciated. Staff make spontaneous observations and formative assessments of children's individual learning. They use these to clearly identify children's next steps in learning and to plan activities that extend their learning and development. Through the use of guidance documents staff can pinpoint the development bands for each area of learning for all children. The management team and staff have built up professional partnerships with the school where children move on to, to ensure consistency in their learning, care and well-being and for children that attend both settings, their learning is complemented and supported well.

Partnerships with parents are strong. They receive good information when the placement starts and on an ongoing basis, so they are fully informed of the service and their children's day. Parents are unanimous in their praise for the setting. For example, they say that they find all staff friendly and approachable and are pleased with the progress their children have made since starting at the setting. They particularly praise the manager's flexibility in meeting their care needs and the way staff meet children's changing routines. They say this promotes good consistency between the setting and home. The manager has forged valuable links with external agencies to support children with special educational needs and/or disabilities. For example, the setting can use the sensory room at the local children's centre with children who benefit from such activities. Strong

relationships have been built with foundation stage teachers at the local schools to ensure children's transitions to the next stage in their learning are supported effectively. For example, key persons discuss children's progress with teachers prior to them moving into their care, so their starting points are known and continuity in their learning can be promoted.

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	253146
Local authority	Nottinghamshire
Inspection number	948472
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	105
Name of provider	Cared 4 Ltd
Date of previous inspection	02/03/2010
Telephone number	0115 849 2304

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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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