

Brook Babes Little Learners

Deighton Gates Primary School, Deighton Road, WETHERBY, West Yorkshire, LS22 7XL

Inspection date

Previous inspection date

11/04/2014

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 are protected very well from harm as leaders and practitioners understand and effectively meet safeguarding and welfare requirements.
- All practitioners are motivated and fully committed to their work and this is reflected in their enthusiasm and the enjoyment they show in their roles. As a result, teaching is good and on some occasions is outstanding.
- Children with special educational needs and/or disabilities are supported well through timely interventions and support from external agencies. Consequently, the gap in children's achievement is narrowing.
- Parents make a strong contribution to meeting their children's needs. This means that a collaborative approach to helping children make the best progress possible is fully fostered.

It is not yet outstanding because

- There is scope to enhance the very good monitoring of children's progress so that activities extensively challenge children to help raise their attainment to the highest level.

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 three play rooms.
- The inspector conducted a joint observation with the owner.
- The inspector held meetings with the owner of the provision and the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

Brookes Babes Little Learners was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose built building in the grounds of Deighton Gates Primary School in Wetherby, West Yorkshire. The nursery serves the immediate locality and also surrounding areas. The nursery opens five days a week from 7.30am until 6pm all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for in three play areas and have access to an enclosed outdoor area. There are currently 90 children on roll in early years age range. The nursery receives funding for the provision of free education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are 12 practitioners working directly with the children, all of whom hold appropriate qualifications; eight at level 3, one at level 5, one with Qualified Teacher Status and two who hold Early Years Professional Status. 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:

- consolidate the process to monitor children's progress, so that over time activities extensively challenge children to help raise their attainment to the highest level.

Inspection judgements

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

Practitioners fully understand how young children learn and the role that they play in supporting this. As a result, teaching is good, and on some occasions is outstanding. This fully supports children in making clear progress in their learning. There is a good balance between adult-led and child-initiated activities, which are flexible and responsive to children's needs. Adult-led activities consider children's predictable interests and are developmentally appropriate. Practitioners are immediately responsive to children's interests, which effectively leads to their next steps in learning. For example, children have an interest in crabs. To support and extend this interest the practitioner finds books and sensitively reads to the children to develop their knowledge and understanding of crabs and other sea creatures. Practitioners complete observations on their key children and others in the nursery to ensure all children's achievements are captured. Observations clearly have next steps identified. Photographs and pieces of work are annotated and collated in individual profiles. However, the system for monitoring children's assessments has been introduced fairly recently and therefore, is not embedded into practice to ensure that activities extensively challenge children to help raise their attainment to the highest level. Practitioners understand that all children are individuals and learn as they play and explore in their own ways. Therefore, children with special educational needs and/or

disabilities receive support, which is specific to the way they learn. This sensitive support from practitioners and external agencies enables children to feel secure and make good progress relative to their starting points. Practitioners have a good knowledge of the progress check at age two and share this with parents. Consequently, gaps in learning can be identified and therefore, supported appropriately. As a result, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals.

Practitioners provide children with a good range of activities and experiences across the seven areas of learning. Activities are challenging and interesting and meet the needs of all children. For example, babies have opportunities to play with an excellent assortment of natural and open-ended resources. Consequently, they learn how to explore imaginatively and in their own way. Children enjoy exploring a variety of different media. For example, younger children enjoy pummelling the play dough, squeezing it between their fingers and rolling it between their hands. Practitioners sensitively observe their play clearly understanding when to join in and extend their learning and when to sit back and observe. For example, children ask if they can add water to the dry sand in the builder's tray. The practitioner supports and extends their learning well by challenging their thinking of how the properties of the sand will change and how they might be able to use it when they have added the water. As a result, children are excited and motivated about their learning as they begin to experiment in their play. Overall, the provision and activities effectively meets the learning needs of a range of children attending the nursery.

Parents contribute to their children's starting points by completing an 'All about me' sheet. They access their children's profiles on a regular basis and regularly provide information about their children's learning at home. Parents are kept well informed of their children's progress through daily dialogues with their child's key person and four-monthly summative reports. They feel welcome in the nursery and know who their child's key person is. As a result, parents make a strong contribution to meeting their children's learning needs.

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

Children are supported well when they start in the nursery. They come for introductory visits to meet practitioners and familiarise themselves with the environment. The settling-in process is flexible and meets the needs of individual children. Practitioners gather good information from parents about their child's likes, dislikes, routines and favourite activities on entry and use this information to prompt continuity and consistency of care. There is a well-established key person system ensuring all children's individual care needs are effectively met. The caring practitioners understand and respond to children's physical and emotional needs, recognising when children are in need of a cuddle or a rest. For example, practitioners cuddle babies when they wake up until they familiarise themselves with their environment. Consequently, children are well settled and emotionally secure. Children are effectively supported as they move between rooms by visits with their key person. Relationships with the school are established, which effectively support children in their move into the reception class. As a result, children are emotionally well prepared for the next stage in their learning in the nursery and plans are in place to support their move into school.

Children's behaviour is managed very effectively. Practitioners are good role models, are polite and encourage children to be well-mannered. For example, practitioners remind children to say 'please' and 'thank you' at snack and meal times. Distraction techniques are used skilfully to avoid any escalation of conflict between younger children. When there are disputes between older children, practitioners support them to work out solutions. As a result, children are aware of the boundaries set and the behavioural expectations of the nursery. Practitioners are deployed well and work in specific areas of the nursery, ensuring all children are supported. They offer gentle reminders about safety and this means children learn about keeping safe wherever they are playing.

Children's good health is promoted well as they are provided with healthy and tasty snacks and meals, some of which have been suggested by them. Children have opportunities to develop their independence skills by serving themselves at lunchtime and helping themselves to fresh drinking water from the mini water cooler throughout the day. They manage their own hygiene needs effectively and fully understand the need to wash their hands before snack and lunch. The indoor learning environment for all children is exceptionally well-equipped, exciting and challenging with developmentally appropriate resources. High standards of cleanliness are maintained throughout and practitioners implement good hygiene practices to help minimise the risk of infections. Resources are accessible supporting children's independence further. The outside play area is currently undergoing extensive renovation work. However, children still have daily opportunities to benefit from fresh air by using the school playing fields where they have space to explore and be physically active and exuberant. As a result, children gain a good understanding of a healthy diet and the need for physical exercise.

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

The safety and welfare of all children is a high priority for the leaders and practitioners in the nursery. All practitioners, including the leadership team have a very clear understanding of their responsibilities to meet the safeguarding and welfare requirements. Safeguarding policies and procedure are well written and practitioners confidently talk through the procedure of what they would do if they had concerns about a child. This has been further enhanced by all practitioners having completed safeguarding training, which is renewed on an annual basis. Recruitment procedures are robust and thorough. This means that arrangements for safeguarding children are very good. Detailed risk assessments are undertaken to ensure that effective steps are taken to keep children safe while not constraining their play. Security within the nursery is good as external exists are kept locked to ensure no unwanted visitors gain access or present a risk to children. The nursery is vigilant at checking the identity of visitors who sign in on arrival. First aid requirements are met and practitioners have up-to-date paediatric first aid training. Documentation is well kept, such as the accident records and the administration of medicine records. As a result, children's welfare and safety are promoted well.

Leadership and management is good. This is because the leadership team has a good overview of the curriculum. Planning systems are monitored very effectively. The

leadership team use practitioner observations and quality assurance audits to review the quality and suitability of the provision for all children. However, there is scope to embed the system of monitoring assessments to help raise children's attainment to the highest level. The leaders have a comprehensive knowledge of the Statutory framework for the Early Years Foundation Stage and use this well to support practitioners. Policies are clear and well written and are in line with published guidance. Practitioners contribute to any policy changes as they are discussed at regular staff meetings. There is an effective induction procedure, which supports practitioners to understand their role and responsibilities. All practitioners are motivated and fully committed to their work and this is reflected in their enthusiasm and the enjoyment they show in their roles. Annual appraisals are carried out by the leaders and regular six weekly supervisions. Practitioners are supported well through a programme of continual professional development. This is established through identified needs from practitioner observations and supervisions. As a result, there are effective systems in place to monitor the quality of teaching, which means children make good progress.

Partnerships with parents are very good. Parents feel welcome in the setting and feel their children are making good progress. They are kept informed and up-to-date with their child's progress and achievements by regularly taking home their child's profile. Termly summative reports support this further. Regular newsletters are sent out to parents to keep them informed of what is happening in the nursery. Leaders and practitioners fully understand the value of working alongside other professionals and arrangements are in place to work in partnership with other agencies including the local children's centre and school. Inclusive practice is well embedded in practice and good partnerships with external services ensure that children with special educational needs and/or disabilities are provided with the necessary support. Self-evaluation is a process that is engaged in by all involved in the nursery, including children, parents and practitioners. For example, a new, safer outdoor play area is being developed in response to parents suggestions. This ensures that improvements are targeted and are focused on aspects that will bring about the most impact for children.

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	EY467351
Local authority	Leeds
Inspection number	939266
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	77
Number of children on roll	137
Name of provider	Streamside Cottage Limited
Date of previous inspection	not applicable
Telephone number	01937 580925

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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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Piccadilly Gate
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M1 2WD

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