

# Brookfields Day Nursery

Derby Etwall Scout Hut, Sandypits Lane, Derby, DE65 6JA

## Inspection date

Previous inspection date

28/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 3 |
| The contribution of the early years provision to the well-being of children            | 3 |
| The effectiveness of the leadership and management of the early years provision        | 3 |

## The quality and standards of the early years provision

### This provision requires improvement

- Children are familiar with the routines of the club, helping them to be relaxed, happy and enjoy their time at the club.
- Strong partnerships with parents and the school enable staff to get to know children well and meet their needs effectively.
- Staff and management have a good understanding of their responsibilities towards child protection issues, which ensure children are kept from harm.

### It is not yet good because

- Behaviour management procedures are not always consistently implemented to stop children misbehaving and disturbing other children. As a result, children do not always know what they should or should not be doing.
- The quality of teaching is not always effective when delivering adult-led activities. As a result, children are not always, enthused, inspired or challenged.
- Children do not always have the opportunity to be involved in the planning of activities or the toys that are set up. To further support their developing independence.

## **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 discussions with the managers and spoke to staff and children.
- The inspector held a joint observation with the manager.
- The inspector looked at children's records.
- The inspector observed children in their play and at teatime.
- The inspector checked evidence of suitability and qualifications of staff working with children, the club's documentation and policies and procedures.

## **Inspector**

Janice Hughes

## Full report

### Information about the setting

Brookfields Day Nursery opened in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from Etwall Scout Hut, in Etwall, Derbyshire. The club serves the local area and surrounding villages. The club opens five days a week, from 7.30am to 9am and 3.30pm to 6pm, all year round. Staff take and collect children from local schools. There is a field for outside play adjacent to the scout hut. There are currently 37 children on roll, of whom five are in the early years age range. A total of four staff are employed to work with children. All staff hold appropriate early years qualifications at level 2, 3, 4 and 6. The club has links with the local school and receives support from the local authority.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff have a consistent approach to implementing the behaviour management policy and procedure
- raise the quality of teaching, so that adult-led activities are challenging and provide opportunities for children to critically think and solve problems.

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

- extend opportunities for children to be involved in activity planning and make more independent choices about their play.

## Inspection judgements

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

Most children demonstrate that they enjoy their time spent at the out of school club. They arrive enthusiastically and immediately chat to their friends. Staff gather information from parents, the child and the teachers when children start at the club, in order to identify their starting points. As a result, they have an appropriate understanding of children's needs and interests. Staff have a basic knowledge of the Early Years Foundation Stage and understand that children learn through play. They observe children and use the information they gather to provide appropriate activities at the club that interest children. As a result, they are able to complement children's learning in settings in which children spend more time. Consequently, staff can assist appropriately in children's learning and help them to make steady progress. For example, staff encourage children with their reading homework. Parents discuss with staff at pick up times what their children have

been doing at the club. In addition, parents share things children achieve at home. This helps to provide continuity of learning and care. Staff make themselves available at the end of day for parents to discuss their child's achievements and day at school. Staff obtain parental comments regularly and comments indicate that parents are in the main happy with the service provided.

Staff offer appropriate support and involvement with children's learning. Children of all ages are included in a range of activities which offer different levels of involvement. Staff and older children adapt these for the younger ones, for example, in parachute play outside and in playing games, such as 'jungle bingo'. However, sometimes the teaching of planned activities lacks enthusiasm or inspiration. As a result, staff are not consistently challenging children or encouraging them to critically think or solve problems to enhance their learning. Most of the time, children are engaged and occupied in activities. Some children choose to construct, draw or colour at the end of the school day, others prefer to be more active playing outside. Children enjoy physical activities outside and have plenty of space to freely move around in. They enjoy becoming involved in playing football and using small equipment, such as bats and balls. Screams of laughter show their enjoyment as a group of children play football and throwing games.

Children's listening and speaking skills are encouraged through staff's appropriate interaction and by holding purposeful conversations. For example, asking children about their day at school, what they did and if they have taken part in any activities. This supports children's recall and language skills. In addition, children are quick to engage staff in conversations. They excitedly talk to a member of staff about their favourite restaurants and foods at snack time. Children develop sound literacy and creative skills using a suitable range of resources. For example, children use felt tip pens, pencils and crayons to draw and then excitedly show their designs to staff. Children learn about numbers as they play games, such as number lotto. Staff provide information communication and technology equipment and encourage children to play a variety of games to help develop their literacy and mathematical skills. These activities ensure children have the key skills to continue to move forward in their learning at school. Children express to the inspector that they like coming to the club because they 'can play with their friends after school and make things'.

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

Staff are caring and supportive. This contributes effectively to children forming trusting relationships with staff. They create an environment where children develop sound friendships. Children form secure relationships with staff and demonstrate they feel safe and secure while they are at the club. Children of reception age benefit from the club's key person process, which creates emotional security for children and helps them to grow in confidence. Each child's key person knows them well and has built up secure relationships with them and their families. This helps children to settle quickly into the club and aids the smooth move when they first start from reception class. Staff make appropriate use of praise and encouragement. This promotes children's confidence and self-esteem. The premises are secure and resources meet children's needs and interests.

Children make some independent choices from the activities provided and have choice of whether to play inside or out. However, staff do not always effectively provide opportunities for children to choose or plan some of the activities or toys for themselves. There are no processes for children to have an input in what toys are set up or activities planned. Consequently, staff are not always promoting children's independence.

Overall, children behave appropriately and understand the boundaries of the club. Staff have worked with children to develop some club rules and there is a behaviour management policy and procedure in place. However, there are inconsistencies in how these are implemented by staff and how children's behaviour is managed. As a result, children do not always behave in an appropriate manner, which occasionally has a negative impact on the other children.

Children are developing self-care skills and an understanding of healthy practices through regular routines. For example, they wash their hands before tea and put on their own coats before they play outside. Children confidently talk about why they need to wash their hands and are eager to state 'it's to get the germs off.' Fresh drinking water and fruit are provided at tea time and staff discuss healthy eating and exercise. Children are encouraged to be physically active. Staff emphasise the importance of exercise and the affect it has on their bodies and provide easy access to the outdoor play area. Children's understanding of safety is developing. They participate in regular fire drills and activities to learn about strangers and road safety when walking in the community. Staff in the main hold high standards for safety and ensure children are safe most of the time. For example, children travel in cars and staff emphasise younger children using booster seats when required and all children wearing seat belts. Staff have made good links with the local primary schools. They have put in place appropriate procedures to pass on information, support a smooth transition and ensure continuity of care.

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

Staff have a suitable understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a good awareness of child protection issues. The premises are secure and visitors are required to sign the visitor's book to further safeguard children. Suitable recruitment and induction procedures are in place to provide the club with suitable staff. For example, all staff are checked through the Disclosure and Barring service and complete an induction about health and safety issues within the club. Staff are clear about the correct reporting procedure to follow and are confident to recognise the signs and symptoms that would cause concern. Staff carry out regular risk assessments, which include daily visual checks. This helps them to minimise accidents and promote children's safety appropriately most of the time. Management have put in place a range of policies and procedures to assist in the running of the club. Most of these are effectively implemented, for example, appropriate records for recording any administration of medication and accidents that occur. However, there are inconsistencies in the way the behaviour management policy is implemented in

practice. This is a breach of a legal requirement and also a breach of a requirement of the Childcare Register.

The staff team has a sound understanding of the learning and development requirements of the Early Years Foundation Stage. Staff also have a sound knowledge of how to incorporate children's learning into after school activities, so that they enjoy play-based learning. However, at times some of these activities lack challenge. They have an adequate awareness of planning experiences through a mix of adult-led and child-initiated play and have useful assessment methods to monitor children's progress. Overall, self-evaluation takes into account the views of staff, children and parents to help the club drive improvement in the quality of the provision. They seek their views through ongoing discussions with staff and children and opportunities for parents to talk openly to staff or provide written comments. The manager has a strong drive to improve the quality of the out of school club and has clear plans that support continuous improvement over time. Management is monitoring the performance of staff and children's progress suitably. They conduct annual appraisals and regular supervisions to support staff in improving their skills and identifying training needs. All staff receive appropriate support to further their professional development by attending additional training courses and pursuing higher qualifications. As a result, children benefit from current childcare practices and knowledgeable staff.

Staff establish strong partnerships with parents. Staff know children and their families well because information is shared effectively between home and the club. Parents spoken to at the inspection are very happy with the quality of care and learning their children receive. Parents say their children are happy to attend the club and they appreciate the friendliness of the staff. Staff have strong links with the school which further enables them to meet children's needs and promotes consistency.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

## 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>     | EY470495                                |
| <b>Local authority</b>             | Derbyshire                              |
| <b>Inspection number</b>           | 942018                                  |
| <b>Type of provision</b>           | Out of school provision                 |
| <b>Registration category</b>       | Childcare - Non-Domestic                |
| <b>Age range of children</b>       | 0 - 17                                  |
| <b>Total number of places</b>      | 30                                      |
| <b>Number of children on roll</b>  | 37                                      |
| <b>Name of provider</b>            | Zoe Moore and Elly-Jay Ward Partnership |
| <b>Date of previous inspection</b> | not applicable                          |
| <b>Telephone number</b>            | 07538349706                             |

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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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