

# Brentwood Early Years Centre

BRENTWOOD EARLY YEARS CENTRE, 23 Brentwood Street, WALLASEY, CH44 4BB

## Inspection date

Previous inspection date

19/06/2014

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

- The quality of teaching is good, therefore, all children make good progress in their learning from their given starting points.
- Children develop good early language skills because there is a strong emphasis on promoting communication as well as their physical, personal, social and emotional development. This means children are well prepared for the next stage of learning.
- Partnerships with parents and other professionals are strong. As a result, all children, including those with special educational needs and/or disabilities, are well supported to make good progress in their learning and development given their starting points.
- Staff have a good understanding of their responsibilities and the procedures for protecting and keeping children safe. Staff implement robust safeguarding and child protection procedures which ensures that children are kept safe in the setting at all times.

### It is not yet outstanding because

- There is scope to broaden the programme of professional development by completing formal observations of all staff in order to identify areas for improvement to support children to make the best possible progress.
- Occasionally, staff do not support children to fully extend their independence skills. For example, to encourage children to clear away at snack time and pour their own drinks.

## 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.

## Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the playroom and also in the outdoor environment.
- The inspector carried out a joint observation with the provider.  
The inspector carried out a meeting with the headteacher and looked at and
- discussed staff suitability checks, a range of policies, procedures and documentation including performance management.
- The inspector took into account the views of parents spoken to on the day.

## Inspector

Alison Regan

## Full report

### Information about the setting

Brentwood Early Years Centre was registered 2013 and is on the Early Years Register. It is operated by the governing body of Brentwood Early Years Centre. The children are cared for within two designated classrooms based in the centre, which also operates a school nursery provision on the same site. There is an enclosed area for outdoor play. The setting is situated in Wallasey in Wirral, Merseyside, and serves the local community. The setting employs four members of childcare staff to work directly with the children. All staff hold an appropriate early years qualification, including one member of staff who holds a Bachelor of Arts degree in children, schools and families. Another member of staff holds Early Years Professional status and two members of staff hold a qualification at level 3. The setting is open each weekday from 9am to 12 noon and 12.30pm to 3.30pm during term times only. Children attend for a variety of sessions. There are currently 16 children attending who are in the early years age group. The setting specifically offers free funded early education places for two-year-old children and supports children with special educational needs and/or disabilities.

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

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

- continue to develop the already good strategies to monitor the quality of teaching and learning; by introducing more formal observations to continue to strengthen and improve good practice
- enhance the already good independence skills of the children by further promoting their self-help skills at snack time, so that children are better prepared for handling this during the next stage of their learning.

## Inspection judgements

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

Children make good progress in their learning because staff are very knowledgeable and have a good understanding of how to meet the requirements of the Early Years Foundation Stage. A strong partnership with parents from the onset also allows staff to have a good knowledge of each child's stage of development. This is because 'All about Me' booklets are completed and shared by the parents detailing what their child can already do, which allows staff to complete an accurate starting point for each child. This means that staff are accurately supporting each child individually to enable them to make progress in their learning. Support for children with special educational needs and/or disabilities is effective. Good teaching strategies are in place to meet the children's specific needs and consequently, promote their all-round development.

Staff complete regular observations and assessments on each child which allows them to accurately plan exciting activities to challenge children according to their stage of development. As a result, the educational programmes are broad and cover the seven areas of learning. For example, children enjoy playing in the water, filling and pouring containers and concentrating when the water runs down the water wheel. Consequently, children are inquisitive and quickly become active learners. Staff are skilful in asking questions that challenge children's thinking and problem solving, which is appropriate to their age and stage of development. For example, children are asked, 'How many shells are in the water?' and 'If we took one away, how many are left?'. Consequently, children are beginning to learn how to solve simple problems, which enables them to make continued ongoing progress. Children enjoy playing outdoors and staff use every opportunity to develop further children's learning. For example, staff develop children's balance and physical skills as children confidently ride on their trikes in the outdoor area. Staff encourage children to extend their learning further by suggesting the children add blocks to the back of the trike and they count, one, two, three as children stack the blocks on the trike. As a result, children are learning through well-planned, purposeful and sustained activities that challenge them in different ways.

Support for children's language and communication skills is a main focus and also a strength in the setting. Recent staff training on communication and language development has ensured staff are skilled in promoting and modelling language, and plan effective activities to support this. For example, staff support children to learn and join in with a diverse range of songs and rhymes during group time. Staff encourage children to talk about 'What's in the bag?' and choose a song which corresponds to an item in the bag. Consequently, children are acquiring the skills to be confident when speaking in a group. Children's early reading skills are promoted well in the setting and they have access to a wide range of age-appropriate books both indoors and outdoors. They enjoy sitting with staff listening to their favourite stories, and children are encouraged to participate by lifting the flaps and talking excitedly about what might be hiding behind them. Staff support children with early writing skills. For example, children are encouraged to make marks with brushes on the painting wall. Consequently, they are making good progress in literacy and early reading.

Staff have very good partnerships with parents. Parents are engaged with the setting to share key information about their child's abilities and interests. All children have their own learning journal, which includes photographs, observations and next steps. From the information gathered, staff are able to complete a written progress summary for each child. For example, they carry out a progress check on children aged between two and three years and share this with parents. As a result, parents are well informed of their child's progress at the setting. There is a focus in the setting on ensuring that children receive the right support that they need. As a result, very good relationships with external agencies are in place to ensure that the individual needs of children are met. Consequently, all children are making good progress in their learning and are well prepared for the next stage in their learning.

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

Children's emotional well-being is effectively promoted throughout the setting. Settling-in sessions are effective, tailored to help settle the child into the setting and also used as an opportunity for parents to share the details of their child's individual care needs and routines. As a result, children are happy at the setting and their needs are well met. The effective key-person system is embedded and provides children with a secure attachment and a strong foundation for their general well-being. On arrival each day, children are met by their key person and children run into the setting separating well from their parents/carers. As a result, children are happy and feel safe and secure in the setting. Transitions on to the main nursery is well managed. Staff discuss the impending move with the parents and children and provide opportunities for children to visit the nursery together.

Behaviour in the setting is very well managed. Staff are good role models and provide consistent messages about right and wrong. They provide children with reminders and age-appropriate explanations, which supports children's understanding about what acceptable behaviour is. Consequently, children treat each other with respect, patience and are willing to share. Children learn to use the toilet independently and they know they need to wash their hands after using the toilet, in order to prevent the spread of infection. As a result, they develop self-help skills of independence and confidence in caring for themselves and others appropriate to their age and level of understanding. Snack times are social occasions where the children sit together and staff encourage conversation. Generally, children's independence skills are promoted by staff. However, on occasions staff limit children's independence skills by pouring out drinks for the children and clearing the table when children have finished their snack. Children's good health and their understanding of the importance of a healthy lifestyle are further promoted as children can freely access the outdoor areas for play and exploration on a daily basis. This means children benefit from fresh air and helps develop their sensory experiences. As a result, children are emotionally prepared for the next stage in their learning

Children have access to a bright, clean and safe learning environment. Risk assessments are completed to minimise any hazards to children. Resources and space in the environment is organised in a way which promotes learning experiences and allows children to explore their environment independently. This encourages children's free play and exploratory skills and play activities are sustained over a period of time. Displays reflect children's work, pictures and photographs, giving children a sense of being part of the setting.

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

The management and staff team have a very good understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. A high proportion of the staff hold suitable early years qualifications. This is reflected in the good quality of teaching

throughout the nursery and has a positive impact on the outcomes for children's learning and development. The setting has a comprehensive set of policies and procedures which is reviewed on a regular basis, this underpins staff practice in the setting. All relevant documentation is current and up to date. For example, risk assessments are in place and reviewed regularly to ensure that hazards are kept to a minimum and fire evacuation drills are thoroughly recorded. Systems are in place to monitor and track children's development and progress. This ensure intervention is received at the earliest opportunity to provide the best outcome for children who require additional support.

Staff fully understand their role in protecting children from harm and are fully aware of what to do should they have a concern about children's welfare. Senior staff have attended relevant multi-agency training and all staff have attended regular safeguarding training. As a result, safeguarding arrangements are strong and children are kept safe at all times. Recruitment procedures are thorough and new staff benefit from an in depth induction plan. Staff receive opportunities to extend their knowledge by attending training specific to the needs of the setting, however, there is scope to extend continuous professional development for staff by introducing formal staff observations to further enhance children's progress. Self-evaluation is good. The headteacher has an accurate picture of the setting's strengths and weaknesses and is fully committed to achieving the improvements within specific timescales. Recent changes have included strengthening the accuracy of the children's on entry assessments, which has resulted in the setting starting to see a positive impact for all new children starting at the setting.

Partnership with parents and external agencies are a key strength. The setting works closely with the local children's centre and offers parenting groups and short courses from the setting. As a result, parents are becoming more involved with the children's learning both at home and in the setting. Staff meet and liaise with external agencies to discuss support strategies for individual children. Consequently, children's individual needs are met. Parents are very happy with the setting and comment that it is 'brilliant' and their child enjoys coming to the setting. Parents feel that they receive good information about their child's progress and comment that their children have made progress in their learning since starting at the setting. Parents also report that staff are very helpful and approachable.

## 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>	EY471405
<b>Local authority</b>	Wirral
<b>Inspection number</b>	948085
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Brentwood Early Years Centre
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01516381567

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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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