

# Brook Babes Nursery

Troutbeck, 6 New Road, Bramham, LEEDS, West Yorkshire, LS23 6QS

<b>Inspection date</b>	28/11/2013
Previous inspection date	13/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The quality and consistency of teaching is exceptional as staff have an excellent knowledge of how children learn. This is supported through precise and accurate assessment of their learning, which underpins accurate planning for individual children.
- Children explore the environment with confidence and enthusiasm. They are highly motivated and independent and use resources extremely effectively to support their learning and play.
- Children are extremely happy and settled and their behaviour is exemplary. This is because staff are highly skilled and sensitive in helping all children form strong, trusting and secure emotional attachments.
- Staff have an excellent understanding of how to protect children. Robust safeguarding and child protection procedures ensure that all children are kept extremely safe within the nursery.
- The effective organisation of a key person for each child supports a mutual sharing of information with parents, which is expertly used to benefit all aspects of children's development. Parents' views are extremely well incorporated, so that the individual needs of all children are superbly met.
- The management team and staff are truly passionate and dedicated to their work and value opportunities for professional development. The drive for improvement is uncompromising in their endeavour to improve learning outcomes for all 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 each playroom, speaking and interacting with children appropriately during the inspection.  
The inspector looked at children's development records, planning documentation,
- the provider's self-evaluation form, evidence of suitability of staff working in the setting and a range of other records, policies and procedures.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day and through written feedback that the nursery has received.

## Inspector

Lynne Pope

## Full report

### Information about the setting

Brook Babes Nursery was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five provisions managed by a limited company. It operates from a converted detached house in the Bramham area of Leeds. The nursery opens five days a week from 7.30am until 6pm, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. They are cared for across four rooms and they have access to an enclosed outdoor play area. There are currently 86 children in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-old children. The nursery supports children who speak English as an additional language. There are currently 15 staff working directly with the children, all of whom have an appropriate early years qualification. All of the staff have appropriate qualifications at level 3 and above, including two with 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:

- enhance the already excellent partnership with parents by considering offering open sessions, so they can observe the activities that children become involved in.

### Inspection judgements

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

Every child in this vibrant nursery receives targeted support, guidance and excellent learning opportunities to promote their early education and development. The management team and the enthusiastic and dedicated staff work exceptionally hard to deliver highly effective practice that ensures every child makes rapid progress, given their varied and diverse starting points. Staff carry out observations when children attend for their settling-in visits and parents complete an 'all about me' document. This helps staff to get an excellent understanding of children's starting points and means that they can plan effectively for their next steps in learning. Very detailed records are maintained of the progress that each child makes. Parents are fully involved in every step of their child's development and they make very regular contributions to their development records. This is done by parents completing observations from home each week, which are then shared with staff and entered in their children's development record. Due to this, staff have a very clear understanding of how each child is learning and results in staff providing rich, varied and imaginative experiences for all children.

Staff ensure they provide sufficient time and space for children to become deeply involved in their learning. For example, pre-school children suggest to staff that they make a trail

across the sand pit. Staff praise children for their ideas, which develops their self-esteem. They observe the children while building and ask appropriate questions to help children think about what they are doing, such as 'which way is the track going to go?' Children take the time to work out which way round to lay the track to get it to go in the right direction. Staff encourage children to think about what they can put on the track when it is finished, stating they can choose whatever they want. The very positive support from staff enables children to demonstrate the characteristics of effective learning as they have a go at developing their own ideas. It helps them to develop concentration and to work out strategies to complete it as they decide which way to go with the track. This means that children are developing the key skills needed for the next steps in their learning, including school.

Children, from a very young age, interact with others and explore new situations. For example, toddlers visit the garden and mix with older children. They are happy to explore the environment and resources as they sit in the sand pit. Staff sit with them to support them in their play and children start to copy older children as they tap the bucket when turned upside-down. This means that children can explore with confidence with the support of a familiar adult. Staff demonstrate an excellent understanding regarding the different stages of development and how they can support children in their communication and language skills. Babies and younger children have lots of eye contact with staff, who respond to the sounds they make and their early attempts to make themselves understood by pointing. Staff talk to children about what they are doing and repeat words for children with emerging language skills, which leads to very confident speakers by the time they reach pre-school age. Effective methods are used to support children with English as an additional language. Staff ask parents to provide them with words in their home language, so that they can communicate with children when they are in their care. They celebrate children's different languages as they look at books that they bring in from home.

Exceptional systems to engage parents in all aspects of their child's learning are in place. The excellent key-person system ensures parents are informed exceedingly well about their children's achievements and progress. Parents review their child's development file and the progress summaries that staff complete every four months and add their own comments. They are invited to parents meetings to share information about their child's development. Staff send home challenge sheets for parents to complete, so that they can find out their views on what children know at home. This all feeds into the excellent planning and assessment that is in place. As part of these first-rate systems, management have plans to introduce open days for parents, so that they can see the nursery running with activities set up for them to join in. This all contributes to parents continuing their children's learning at home.

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

Children are extremely happy, settled and flourish in this very warm and welcoming setting. Staff know the children very well. From the outset, they spend time talking to parents about their child's individual needs, daily routines and specific care needs. Children have a settling-in period, which is flexible to suit both the child and parent. Exceptional relationships with parents ensure every child's needs are met and their well-

being is promoted very successfully. Staff talk to the children in a very thoughtful and respectful manner. They provide children with an exceedingly nurturing environment where every child is made to feel special. Children show an extremely strong sense of belonging. The key-person system works exceptionally well and staff are able to give a very detailed overview of each child's progress and unique characteristics. Consequently, children develop secure emotional attachments from which they become confident, independent learners. Children's behaviour is excellent. Staff are effective role models and gently reinforce positive behaviours. This is either through praise for children's efforts or reward systems for older children. Children use resources safely, showing a high regard for their own safety and that of others. Staff reinforce their understanding of how to keep themselves safe, for example, by giving reminders about how to carry the scissors safely. Good supervision is provided for young children upstairs as staff support them in manoeuvring themselves up and down the stairs safely. The environment is inspiring and challenges children to learn continually through the extensive range of highly stimulating resources. These are organised invitingly for children to make their own choices, which promotes their confidence and self-assurance.

All children benefit from being outdoors on a regular basis. Pre-school children have access at anytime during the day and younger children use it at pre-set times. Staff also make the most of the local environment by taking babies out for regular walks. The extremely well-organised outdoor area means that children have plenty of space to develop their skills in moving round. For example, pre-school children push themselves round on scooters, tricycles and learn how to ride a bicycle with stabilisers. Younger children play happily in the water tray as they try to catch the toy fish in fishing nets. Staff talk to children about being careful as they go fast round the garden on their scooters, reminding them that they need to be mindful of other children and that they do not want to hurt themselves. Excellent hygiene practices are in place for all children to minimise the risk of cross-infection. There are high standards in place with regard to food safety and personal care routines. For example, staff provide toddlers with one-to-one opportunities to visit the bathroom, so that they can wash their hands before lunch. Older children become independent in knowing when they need to use the toilet and wash their hands. Children gain an exceptional awareness of how to keep themselves healthy and safe. They learn that they need to have sun cream and sunhats on when it is sunny and tell staff that they have brought theirs in their bag. One part of the garden is set aside for planting and growing. Children learn how to take care of the plants and regularly enjoy using the watering cans to keep them alive. They are able to pick the different foods when they are ready and have them in their meals. This helps them to understand about planting, growing and where different foods come from. From a young age, all children are involved in cooking activities. For example, babies and toddlers choose different foods to put on pizza bases. Pre-school children help to cut up their own fruits for snack time, learning how to use tools safely. This gives staff the opportunity to talk about different foods with the children and for them to explore using their senses.

The times when children change room within the nursery are exceptionally well managed, with plenty of gradually increasing visits to support children's confidence. Parents complete a new 'all about me' document, so the new key person has the most up-to-date information on their child. Parents are invited to a meeting with their child's key person and the Early Years Professional to discuss their child's needs and to give their views.

Excellent relationships have been established with local schools where they discuss school readiness and strategies to use to help children move smoothly from one setting to another. Teachers visit the nursery to meet the children, so that she can get to know them and vice versa. This ensures that children are emotionally well prepared for the next stages in their learning.

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

Arrangements for safeguarding children in the nursery are excellent. The inspection took place following a concern being raised regarding a child not receiving medication when requested. Management have been very proactive to address the circumstances around this minor oversight and it was found at the inspection that steps have been taken to ensure all requirements are more than adequately met. The nursery is very well run by a knowledgeable, dedicated, reflective management team and staff. High priority is given to children's safety and welfare. The premises are secure and there are robust procedures in place for staff recruitment. Annual appraisals, regular one-to-one meetings and management's observations of staff's work, enables managers to sharply focus evaluations of staff practice to identify their strengths and areas for further development and training. Staff are aware of the need to be vigilant and to report any concerns to the manager or to an appropriate agency, should they have a child protection concern. They carry out daily safety checks on the premises, which means that children are safe from any potential hazards. Accidents concerning children are analysed to draw attention to any reviews necessary to the risk assessments and to identify any areas of concern. Concise procedures are in place if a concern were to be raised about the nursery.

The management team is inspirational. They have an excellent overview of how the educational programme is monitored, which ensures children make rapid progress. They monitor children's development files and at one-to-one meetings with their key person, they discuss children's progress and if staff have any concerns. The clear assessment records are highly effective in identifying if any children have any gaps or delays in their learning and development, which can be addressed. This helps the nursery to maintain high levels of sustained achievement for all children. The management team and staff all have a thorough knowledge of the Early Years Foundation Stage and they work successfully together to identify areas for improvement in their provision. Everyone's views are valued, including those of parents and children. Since the last inspection, staff have developed strong relationships with local schools that children will move onto, to ensure they have a smooth transition. Focused leadership is highly successful in inspiring staff, who constantly evaluate the learning environment and look after their own budget for resources in their room, so that they can enrich the experiences for children. There is a very strong ethos of continual professional development for staff. Management are very committed to offering both in-house training for individuals and groups and they access outside training where needed. For example, staff have had in-house training on completing observations and the characteristics of effective learning. This has a very positive impact on maintaining excellent standards of care and learning for children.

Highly effective partnerships between parents and other providers are evident and well

established. These contribute to meeting children's individual needs effectively. The daily diary that is completed by staff informs parents in detail about what their children have been involved in and what they have had to eat. Regular newsletters keep them informed about what is happening in the nursery and forthcoming events. Parents are enthusiastic about their children's time at the nursery. They state that staff are lovely and they can approach any of them if they have a concern.

### **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>	320827
<b>Local authority</b>	Leeds
<b>Inspection number</b>	939926
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	39
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Streamside Cottage Limited
<b>Date of previous inspection</b>	13/12/2010
<b>Telephone number</b>	01937 849474 or 01937 842198

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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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