

Blossom Tree at Brookside School

Brookside Primary School, Ashbourne Drive, High Lane, STOCKPORT, Cheshire, SK6 8DB

Inspection date

Previous inspection date

24/01/2014

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

- Staff have a secure knowledge of the Early Years Foundation Stage. They understand their roles and responsibilities and as an end result promote children's welfare and learning successfully.
- Staff build very positive relationships with children who are happy and secure. Children are confident and ready to learn.
- Staff provide a variety of activities and resources which capture children's interest. Consequently, they are curious and motivated to learn. Therefore, children make good progress.
- Children's communication and language development is well supported by staff through effective use of good questioning techniques and allowing children time to think their ideas through.

It is not yet outstanding because

- There is further scope in the outdoor environment to extend children's understanding that print carries meaning.
- Opportunities to access a varied range of multicultural resources that reflect different cultures and backgrounds, to promote children's understanding of the world, are not always fully available.

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 children's activities in the main playroom and outdoors.
 - The inspector talked to the manager, staff, parents and children during the inspection.
 - The inspector carried out a joint observation with the manager.
- During the inspection, the inspector viewed the provider's self-evaluation document
- and children's records. A selection of other documentation was viewed including health and safety records, safeguarding procedures and staff suitability records.

Inspector

Elaine Canale

Full report

Information about the setting

Blossom Tree at Brookside School registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision offers full day care, before and after school and holiday provision. It is situated in the grounds of Brookside Primary School in the High Lane area of Stockport. Children have use of a self-contained unit in the playground. Children have access to a large playroom with toilet facilities. They also have access to the school grounds including large playground, trim trail, woodland area, story telling chair and large field. There is an enclosed outdoor play area.

The nursery and out of school club employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and one member of staff holds Qualified Teacher Status.

The nursery opens Monday to Friday, term time only and provides holiday provision outside of term time. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 26 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- extend the range of resources available to children to represent the diversity of the world they live in
- enhance further the opportunities for children to see print in the outdoor environment, so they begin to know that print carries meaning.

Inspection judgements

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

Children are very well supported in their learning and development as staff have a secure knowledge of the Early Years Foundation Stage. Staff observe children at play to see what they can do and record each child's achievements in their learning journals. Staff assess children's progress regularly and use the information they gather to plan play activities and experiences that build on children's interests and achievements. Consequently, all children enjoy their learning through play. For example, when children show an interest in messy play, staff plan a range of experiences including playing in the mud kitchen and digging in the outdoors. However, there is scope to improve the use of print in the

outdoor environment, so children begin to know that print carries meaning. Staff engage well with parents and share the children's learning experiences with them. Parents are asked to complete an 'All about me' booklet with their child, providing information about their preferences, interests and abilities. Partnerships with parents work well to provide continuity of children's care routines and the good two-way flow of information about children, backed up with regular newsletters helps support learning and development. Details on children's record forms are used to identify children's starting points and their routines at home, which helps staff to plan relevant and meaningful activities from the outset. Therefore, children settle in easily and are ready to learn through planned, purposeful play.

Children benefit from a good balance of free-play and adult-led activities during indoor and outdoor play. As a result, they are happy and purposefully engaged in learning throughout the day. For example, children confidently enjoy using the wheeled toys, showing good coordination while pedalling bicycles and scooters around the track. They make good use of the space as they run and explore freely. Staff promote physical activities that provide appropriate challenge for children to practise their climbing and balancing skills. Children's language is well supported. Staff ask questions that encourage children's thinking. For example, staff ask 'What will happen to the ice if we put it in the microwave?' The children proudly reply 'It will melt like the snow'. The older children read stories to the younger children, play games together and encourage them to take turns. These skills prepare children for their next steps in learning and eventually school.

The quality of teaching is strong. The staff are skilful as they incorporate a range of mathematical concepts into activities. For example, when talking to children playing in the water they count how many cups it takes to fill the bottle, 'and one more is...' Staff support them to gain an understanding of information and communication technology as they use the computer to explore literacy and mathematical programs.

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

There is a good key person system in place in which staff take special responsibility for certain children. This system helps children form secure attachments. Information is gathered about children's personal preferences and requirements before they start to attend to support the settling-in process and help staff get to know children well. The staff explore various cultural and religious festivals with the children, such as making cards for Diwali and Christmas. However, there are fewer multicultural resources in the role-play area to fully reflect positive images of diversity, to help children learn about similarities and differences between themselves and others.

Children develop excellent relationships with staff and each other and help with tidying away toys and resources, demonstrating a sense of responsibility. Staff liaise with school staff to ensure the transition between the nursery and also the out of school club and school is successful. The children contribute to the club rules, which enable them to take levels of responsibility to manage their own behaviour. They are respectful and show concern for each other as the younger and older children play well together. Consequently, children's behaviour is good. Children show they feel safe and secure in the

setting as they learn about procedures for evacuating the premises in an emergency. They interact well with their peers and confidently talk to staff and visitors to the setting.

Children have access to a good range of resources and equipment that engage and support their varied interests very well, both inside and outside. This is further supported by the staff who enable children to contribute their ideas in what the nursery provides so that the learning is enhanced. Children are developing a good understanding of the importance of staying healthy and safe. They enjoy a good range of physical exercise, both indoors and outdoors. This supports them in staying fit and in understanding the part that regular exercise plays in helping to keep them healthy. A range of healthy snacks are provided and include fruit and sandwiches, with drinks freely available at all times. Children help themselves to fruit and water and sit together sociably for their snacks. Children's independence skills are well promoted and they are becoming very confident and competent. For example, they competently manage their personal needs, such as hand washing and toileting or putting on their own coats.

Parents value the nursery as they know their children are not only safe and well cared for but that they have additional opportunities to socialise and make new friends. The partnership with the school enables staff to have a holistic view of children's all round development, and therefore, implement any suitable strategies, such as involving other professionals if children have special educational needs and/or disabilities. This means that children's transitions into school are effectively supported.

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

The management team and staff have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. A range of appropriate policies and procedures support children's safety and welfare. The management team demonstrates strong leadership and management skills. Robust recruitment and vetting procedures ensure that everyone working with the children is suitable to do so. The management monitor the ongoing suitability of all staff effectively through regular meetings and supervisions. These procedures promote children's safety and the quality of provision well. Arrangements for safeguarding children are good and staff have a secure knowledge of what to do should they have any concerns about a child. Staff have attended training in safeguarding and this topic is always discussed at monthly staff meetings. This means that staff are confident in their ability to recognise the possible indicators of abuse or neglect, know who they should refer any concerns to and act quickly when the need arises. They are also confident to carry out whistle blowing procedures if they were concerned about the practice of colleagues. This contributes to maintaining children's safety and protects their well-being.

There is a commitment to monitoring the quality of the service through reflective practice and to continually improving this. For example, the manager regularly checks children's

developmental records to ensure the educational programmes successfully cover all areas of learning. If any gaps are identified, these are discussed with staff and action is taken to address them. Annual appraisals are used effectively to assess staff's ongoing suitability and to help them plan for their personal development. The staff team is friendly and approachable. They carry out their duties efficiently, which means that children are well cared for and supported effectively in their learning. Parents are also consulted to ensure their views of the service are known and responded to. Detailed records of visitors are maintained. A register of the children's attendance, including when they arrive and leave, is in place. Comprehensive risk assessments are undertaken on the premises and staff are vigilant in carrying out daily safety checks. This contributes to maintaining a safe environment for children.

Partnership working with parents is good. Information they receive and their involvement in the nursery is good. For instance, parents are invited on an annual educational trip to support their children's learning. Parents' comments about the nursery are very positive. They say that staff are 'lovely and friendly' and that they find parents' evenings very informative and know what targets their child is working towards. They also look forward to receiving the newsletters that are provided as they find these keep them well informed about forthcoming events. This ensures that children are fully supported and there is continuity in their learning and achievements. Staff also pay good attention to working in partnership with other early years settings, such as schools children will move on to. For instance, they provide teachers with a transition report, so they know what children's starting points are. The children visit the Reception Class to meet the teacher and have lunch in the school dining room several days a week which successfully supports their transition to the next stage of their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY466234
Local authority	Stockport
Inspection number	931099
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	26
Name of provider	Parkland Partnership
Date of previous inspection	not applicable
Telephone number	0151 601 4791

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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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