

Bramble Hall Day Nursery

Station Road, Sutterton, Boston, Lincs, PE20 2JH

Inspection date	26/09/2014
Previous inspection date	26/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 and focuses on children's individual learning needs and dispositions. Therefore, children are motivated to learn and develop school readiness.
- The key-person system is highly effective and staff make accurate observations and assessments of their progress. Consequently, all children make good progress towards the early learning goals.
- Partnerships with parents are strong. They are an active part of their child's learning and development and feel that the knowledge they have of their own children is sought and valued.
- Inductions of staff roles and responsibilities and ongoing training are robust in ensuring they all have a good knowledge of how to safeguard children.
- Managers have a secure understanding of the requirements of the Statutory framework for the Early Years Foundation Stage and ensure that these are implemented within staff practice.

It is not yet outstanding because

- Teaching strategies, specifically implemented to ensure the needs of boys, as well as those children with a preference for outdoor learning, are met, are not planned or provided with sufficient consistency to ensure they are successful in supporting children to reach their full potential at all times.

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 main playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and deputy of the nursery.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the setting's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and interacted with children throughout the inspection.

Inspector

Sharon Waterfall

Full report

Information about the setting

Bramble Hall Nursery opened in 1996 and is privately owned. It operates from the old school building, in the village of Sutterton, in Lincolnshire. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 8am until 5.30pm all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for across three main care rooms and have access to a large enclosed outdoor play area. There are currently 108 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 21 staff working directly with the children, all of whom have an appropriate early years qualification. Three of the staff have appropriate qualifications at level 5 and above. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- ensure that high quality teaching strategies are consistently implemented to enable them to be effective, with particular reference to meeting the needs of boys and those children with a preference for outdoor learning.

Inspection judgements

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

All children are making good progress due to the positive and effective teaching strategies being used consistently throughout the nursery. The main success is due to staff being concerned and interested in the children as individuals. Each key person observes, assesses and plans for their children and this makes the learning process individual for each child, regardless of which room of the nursery they are in. The children spend dedicated time with their key person and the knowledge the staff have of the children enables them to adapt activities to meet their immediate needs. For example, in the toddler room staff plan a texture activity to extend children's exploration of how things feel. They talk about adding water and making dough and the staff enhance the activity immediately into jam tart making. This gives the initial activity another dimension, as dough is now explored and the stickiness of the jam is felt. In addition, the children have the experience of cutting, rolling and baking. These types of hands on experiences are available to all children, supporting them in becoming confident learners, who are not afraid to try new things. In the baby room, even the youngest of babies are offered opportunities to experience new tastes and textures. For example, a large tray on the floor

is filled with oats and cornflakes to encourage the children to explore. They crunch, squash and eat the foods and so learning about how they feel and taste. A staff member uses a brush to tickle a young baby and shows an older one how to make marks in the tray. These activities also promote the prime areas well as children use tools, grip, pinch and pour, learn new words, such as sprinkle, and spend time with their peers and key staff.

In the pre-school some thought has been given to how children may prefer to be outdoor learners. Ideas from a training course have begun to be put into use to promote boys engagement particularly. An activity to create Aboriginal artwork is extended to make use of the outdoors and outdoor materials. The children mix mud with water, talking about the consistency as they do so and deciding how much more or less water to use. They then acquire large paintbrushes and use the mud as paint to create some artwork, discussing the way the mud clumps or drips on the paper. Although this activity is successful, the training course was completed some time ago and this is the first activity to be planned to meet those identified needs and no others are yet in the process of being planned. This limits the effectiveness of the teaching strategy and means boys, and other outdoor learners, do not always optimise their learning. Inside the children play with jelly powder and use it as a sand alternative. They sieve it, pour it and talk about how it smells. Spontaneously water is added while staff aren't looking and the children delight in the pungent aroma and sticky mixture they make. Staff realise the learning value of this experiment and talk to the children about how it has changed. The children are aware that it is liquid and that when jelly is made it is a solid. They talk about how sticky it is and how it is no longer a powder. The children are using a combination of previous learning and new learning to discuss the changes and understand what has happened. They are very engaged and interested in what they have achieved and staff enable the children to build on their learning. These are good skills for future learning.

Parents feel very much a part of their children's learning at the nursery. Those spoken to at the inspection are very aware that the children's learning journeys are available for them to look at freely. They add comments, if they wish to, and can take them home to share with extended family. Another parent comments that the key person always has time to talk and listen to her and she feels like her child is being cared for by family. The progress check for children aged between two and three years is completed in conjunction with parents and used to plan children's next steps in learning. Children with special educational needs and/or disabilities are supported extremely well by their key staff and the deputy, whose role it is to oversee the educational programmes. The setting is inclusive and children develop the future skills they need for each new stage of their learning.

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

The effective key-person system ensures that children are cared for by adults who know them extremely well. For example, young babies are constantly held to support good attachment and strong bonding for their emotional needs. Each key person observes, assesses and plans for their key group of children. They spend specific time with them in

sessions and so develop a good sense of their characteristics and interests. This enables them to plan, adapt and provide activities, resources and opportunities that support their individual needs. Staff are caring, polite and helpful. They respect children's needs and support, rather than manage, children's behaviour. This has a positive impact on children's behaviour, as staff are good role models. For example, at tidy up time a child is rather keen and scoops up all the bricks to put away. This upsets another child who had been playing with them and wanted to put them away. Staff talk to both children and they get some bricks out again, so that they can work together to tidy up. The children flourish as they take on these sorts of responsibilities. In all rooms resources are stored at the children's heights, ensuring they can make their own decisions about their play and extend their independence.

The vast outdoor space is used very well to provide all ages of children with exciting and challenging physical play and exercise. The babies have a safe cordoned off area with a good variety of small swings, rockers and slides, which are age appropriate. Older children use an excellent range of large physical equipment in the bigger garden. They are able to challenge and risk assess for themselves what they are capable of doing. For example, some children whiz down the slide fast, others come down on their tummies feet first and another asks for support from staff, as they are not confident to complete the balance beam by themselves. Staff closely supervise the children at all times but support them sensibly and safely in their desire to develop their physical skills. Healthy lifestyles are further supported, as fresh meals are cooked on the premises daily. Individual dietary needs are catered for, including weaning babies and food allergies and intolerances. The babies enjoyed their salmon fish cakes and salad and squeal with delight for the sponge pudding and ice cream. The children learn the importance of good personal hygiene, as staff are very efficient in ensuring hands are washed prior to eating and after toileting. Babies individual routines are adhered to, ensuring their emotional needs are met. Older children are encouraged to be independent but staff are on hand to support them if required.

Staff work in conjunction with parents to support children to be emotionally ready for transitions within the nursery and to other settings. Each room joins with the next room up for some time during the day. This enables the children to become familiar with the next environment and the staff. In addition, when children are ready to move to the next room they complete a number of settling-in visits and are supported by their new key person. The manager invites parents into pre-school and completes a talk and slide show demonstrating the types of learning the children will engage in through their play. She has recently completed a course entitled 'School Readiness' and disseminates information to parents. She talks about how the nursery and they themselves can help to prepare children for school. Therefore, parents are fully informed and involved in their children's ongoing development.

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

The manager has ensured that children's safety is given the utmost priority by making safeguarding training mandatory for all staff within the nursery. This means that every member of staff has the knowledge to identify concerns relating to child abuse and neglect. The procedures for reporting concerns are thorough and all staff are aware of how to proceed. The manager is the designated person for child protection and has a wealth of experience in working in partnership with relevant agencies to promote children's welfare. Recruitment processes are robust and ensure that only suitable people are employed to care for the children. The physical environment is thoroughly risk assessed and spot checks are carried out on a daily basis. This ensures that children can play freely and safely, both indoors and in the large outdoor area. The manager has a very good understanding of her responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage.

All children make good progress. Professionals, spoken to during the inspection, state that the staff work very well in partnership with other agencies to support the ongoing care and educational needs of children with special needs and/or disabilities. The management team regularly monitor the quality of staff practice and the effectiveness of their planning and assessment. This ensures that staff receive support when needed and that children's learning and development is consistently good across the nursery. The manager is reflective and evaluates how any improvements make positive impacts on the provision provided for children. The recommendations from the last inspection have been implemented strengthening partnerships with parents. There are continual adaptations being made to the layout of the old school building, which have enabled the second recommendation to be met as children have improved mobility and independence. They are well thought out and improve the environment for all children, for example, an extension within the toddler area has given them an inclusive toilet area and sleep room. Therefore they no longer have to walk through the baby room and disturb the babies and toilet training is easier, as they no longer have to try and wait until they reach the pre-school room toilets. Extra land has been purchased for the outdoor area, providing a wealth of extra facilities including a willow maze, outdoor soft play area and raised planting beds.

Staff are well qualified and the supervision and appraisal systems are used to support their personal development effectively. The staff team are strong, they are supportive of one another and they mentor their apprentices well. The parents spoken to at inspection confirm this and state that they feel 'part of a small family.' They felt the strength of the nursery was that the key person for their child knew them very well and involved the parents in all aspects of their child's learning and development.

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. 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	253652
Local authority	Lincolnshire
Inspection number	866773
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	67
Number of children on roll	108
Name of provider	John Miles Rosslyn Sail
Date of previous inspection	26/10/2010
Telephone number	01205 460848

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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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