

Brook Day Nursery

Sharnbrook Upper School, Odell Road, Sharnbrook, Bedford, Bedfordshire, MK44 1JL

Inspection date

06/11/2014

Previous inspection date

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

- Practitioners use strong teaching techniques that support children in making good progress. They assess children well and confidently plan and adapt activities, so that children are interested and stimulated.
- Practitioners and the manager conscientiously evaluate the activities, the safeguarding procedures and their daily practice. This supports them in consistently promoting children's safety, welfare and development.
- Practitioners interact well with the children. They involve them in discussions and seek their feedback and ideas. As a result, children develop positive attitudes that prepare them well for school and future learning.
- Practitioners work well with parents, so that they understand children's needs and offer them relevant support and reassurance. This aids children in settling and they develop secure, trusting relationships with practitioners.

It is not yet outstanding because

- Practitioners do not always make the most of all opportunities to encourage children to develop their skills in critical thinking to the maximum.
- Practitioners do not always use mealtime routines to promote children's independence and their knowledge of healthy eating to the optimum.

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 observed activities in all rooms and the outside area.
The inspector held meetings with the manager of the provision, the head teacher of the host school and a member of the school management team responsible for liaison with the setting. The inspector also carried out a joint observation with the setting manager.
- The inspector talked with children and practitioners and looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation information and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's written feedback from parents.

Inspector

Kelly Eyre

Full report

Information about the setting

Brook Day Nursery opened in 1998 and was registered in 2005 on the Early Years Register. It is situated in purpose-built premises in the grounds of Sharnbrook Upper School, Sharnbrook. It is managed by Sharnbrook Upper School Governing Body and has close links with the host school. The nursery serves parents working at the school and those in the local area and is accessible to all children. It operates from three main rooms and there is an enclosed area available for outdoor play. There are currently 12 staff working directly with the children. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday during term time only. Sessions are from 7.45am until 5.15pm on Monday to Thursday and from 7.45am to 4.30pm on Friday. Children attend for a variety of sessions. There are currently 44 children attending who are in the early years age group. The nursery receives funding for the provision of free early education for three- and four-year-old children. It 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 opportunities for children to think critically and develop their skills in solving problems further; for example, by asking additional open-ended questions
- extend children's knowledge of healthy eating and their independence skills, for example; by allowing them to serve more of their own food so that they understand appropriate portion sizes.

Inspection judgements

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

Practitioners have a confident knowledge of the Early Years Foundation Stage. They use purposeful teaching methods to support children in making good progress. They take care in getting to know children, so that they consistently offer them pertinent support and appropriate activities. As a result, children are happy, settled and eager to play and explore. Their positive attitudes mean that they are well prepared for school. Practitioners gather initial information from parents and assess this, so that they have a good understanding of children's starting points and of their subsequent progress. Practitioners continue to observe and assess children, keeping clear records of their progress and current interests. They use this information well to inform the planning of children's next steps in learning, which are then fed into the daily planning. This supports them in consistently offering children activities that interest them and promote their learning. There are effective procedures in place for carrying out the progress check for children

aged between two and three years. These checks support practitioners in planning further activities and highlighting any areas where children may require additional support. Parents have frequent opportunities to share updates about their children. They meet regularly with their child's key person and write updates in the children's daily diaries or in their assessment records. Practitioners support parents well in extending their children's learning. They provide written information, which includes ideas for activities to do at home, and also offer a book lending service.

Practitioners support children in developing the skills required for their successful future learning, thus preparing them well for school. Practitioners' ability to respond quickly to children's interests and to adapt the planning means that they offer children activities that interest and motivate them. For example, when practitioners note that children are initiating their own play related to pirates, they change the planning to include a pirate treasure hunt. The children become completely engrossed as they search for the clues. Their understanding of positional language is developed as they look for clues under, next to, in front of, inside and behind objects. They are so pleased when they find the treasure that they decide to repeat the activity. Practitioners' thoughtful planning supports children well in developing a realistic awareness of diversity. For example, children learn other languages, such as Spanish and German. They learn simple greetings and enjoy counting and naming colours, often using these words as part of their daily play.

Children enjoy additional learning opportunities, because practitioners make good use of available resources. For example, they arrange for children to take a short trip on a double-decker bus. Children thoroughly enjoy this, noting the differences between the top and bottom decks and looking at the letters on the registration plate. They then set out their own role play bus back at the nursery. In most activities practitioners encourage children to develop their skills in critical thinking. For example, a practitioner working with children to make a pirate map encourages them to explain their ideas and helps them to work out how to illustrate the map. However, practitioners do not always make optimum use of all opportunities and occasionally the activities do not fully encourage children's problem-solving skills. For example, younger children playing with sand are shown how to use the funnel but are not supported in exploring the range of scoops. Instead, practitioners show them which ones to use. Therefore, children do not find out for themselves what happens if they try to fill a small funnel with a big spade. Children enjoy a wide range of activities that promote their physical skills, such as, balance and coordination. For example, a practitioner helps children balance a plank of wood between two logs. The children then pretend to be pirates 'walking the plank'. Practitioners thoughtfully engage children in discussions that they know will interest them, thereby extending their language skills. For example, they discuss the activities they are involved in and talk about recent events in their lives.

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

The good use of the key-person system means that practitioners build purposeful relationships with parents, and there is good communication about children's needs and routines. Practitioners use this information on a daily basis and to support children in settling. For example, practitioners clearly recognise when young babies are becoming

tired or hungry. They anticipate this and make sure that feeds are prepared on time and that babies sleep according to their normal routines. The well-planned deployment of practitioners means that children are supported throughout each session. They spend time in their base rooms, where they feel secure and access age-appropriate resources. They also have time each day to play in mixed age groups. For example, younger children join the older children in the garden. The older children thoroughly enjoy this and take great care when playing near the little ones. These opportunities also enable children to learn from each other and to develop appropriate social skills, thereby helping to prepare them for school. Children's transitions from the baby room to the pre-school room are well managed. They have several visits to the new room, helping them to become familiar with the environment and also enabling practitioners to get to know the children.

Practitioners have a good understanding of each child and meet their needs sensitively. This helps children to feel secure and they quickly build trusting relationships with their key person and other adults at the nursery. Practitioners show children that they genuinely enjoy being with them and the children respond to this. Babies smile and gurgle as practitioners sing and talk to them. Older children eagerly chat to practitioners as they play, assured that they will be interested. Children feel valued and learn to communicate their ideas as their views are sought. For example, older children talk with practitioners about what they have enjoyed and what else they would like to do. These thoughtful procedures enable children to feel confident and to develop the positive attitudes that support their future learning. Therefore, they are well prepared when they move on to school. Practitioners support children well in understanding how to manage their behaviour. They talk to them about this and help them to understand how their actions affect others. They also help children to develop practical strategies to resolve conflicts. For example, older children use sand timers to organise fair turn-taking.

Practitioners consider the daily routines, so that they generally support children in developing their self-care skills. For example, children help set the table for lunch and learn to use the toilet independently. However, practitioners serve children their midday meal. This means that children's independence is not promoted to the maximum. They also do not fully develop their understanding of how to regulate their own portion sizes, and this means that their knowledge of healthy eating is not always fully extended. Practitioners generally support children well in developing a good understanding of the importance of healthy lifestyles. Children wash their hands before eating, referring to the nearby posters to reinforce their understanding. They learn about taking care of their bodies as they talk about how exercise affects them and discuss why they use sun cream and wear sun hats in hot weather. Specific activities and clear explanations from practitioners mean that children build a good awareness of safety. For example, they learn about fire safety as they participate in an activity to make a 'camp fire' in a safe metal container. Before they begin they talk about the dangers of fire, carry out a risk assessment and set up a rope so that they always remain at a safe distance from the fire.

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

Practitioners promote children's welfare through the daily implementation of the setting's safeguarding procedures. All practitioners have attended training in this area and demonstrate a good understanding of the process to follow should they have any concerns about children. Procedures for safeguarding children are also monitored by the school governing body, who are responsible for the management of the setting. This ensures that they are aware of any issues and that practitioners are supported in promoting children's welfare. There are stringent recruitment and checking procedures to ensure that all practitioners are suitable to work with children. Practitioners carry out daily safety checks and regularly review the risk assessments in order to ensure that children play in a safe environment. All accidents are recorded and are reviewed to check for any further action needed. Practitioners and the manager conscientiously evaluate their daily work. They seek feedback from parents and children so that they have a full picture of their strengths and weaknesses. They then plan relevant improvements. For example, practitioners have worked with children to draw up plans for the garden area. Children's illustrations on the plans show what they would like to have available outside. Practitioners are now implementing these plans as they make gradual improvements to this area.

The manager and school governing body set high standards for the nursery. In order to maintain these standards, they support practitioners well. Each practitioner receives regular supervision and is supported in attending further training. This has a positive impact on children. For example, after attending an early years conference, the activity planning procedures were adjusted. This means that planning is now more focussed on the needs of each child in order to promote their individual development. There are robust procedures to ensure that the work of the setting is monitored. They regularly review the policies and procedures to ensure that these support practitioners in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager uses practical procedures to monitor the progress of each child, thereby enabling her to identify any areas where further support may be required. She also collates information about the progress of all children. She then uses this information to inform the activity planning so that they respond promptly to any weaker areas. For example, practitioners now offer additional opportunities that encourage language development for boys under two years old. Their ongoing monitoring shows that this is becoming a stronger area of practice.

Practitioners use good procedures to support their partnership working with other people caring for the children. They use a practical form to exchange assessment information with local pre-schools. This means that they work together to ensure that children's care is consistent and their development is promoted. There are currently no children attending the nursery who have special educational needs and/or disabilities. However, practitioners have experience in this area and also regularly attend network meetings where other professionals share information about the services they offer. This supports practitioners in understanding how to access the help available should this be needed. Practitioners build good partnerships with parents. They talk to them daily and use newsletters, notices and formal review sessions to ensure that parents are well informed of their children's activities and progress. Parents praise the work of the nursery, stating that they appreciate the 'family feel' and the care that practitioners take in fully understanding each child.

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	EY286733
Local authority	Bedford Borough
Inspection number	856295
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	44
Name of provider	Sharnbrook Upper School Governing Body
Date of previous inspection	not applicable
Telephone number	01234 782211

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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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