

Brookfield House Early Years



Brookfield House School, Alders Avenue, WOODFORD GREEN, Essex, IG8 9PY

Inspection date	21 January 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have a good knowledge and understanding of how children learn. They provide challenging activities tailored to children's individual needs and interests. As a result, children make good progress given their starting points and capabilities.
- Children settle well because staff build warm and affectionate relationships with them.
- Children have regular opportunities to exercise in the fresh air to promote their good health.
- Staff effectively protect children from harm; they demonstrate a robust understanding of their responsibilities with regard to safeguarding children. Staff update their safeguarding knowledge regularly, through training courses and regular staff briefings.
- The management team has effective systems to monitor teaching and learning. They make very good use of information gained from tracking individual children's progress to promote their continued development.

It is not yet outstanding because:

- Staff have not embedded the key person system well enough to ensure that parents understand who is central to their child's learning, development and well-being, or who holds all the key information to share with other professionals.
- Staff do not provide children with opportunities to develop their knowledge of how living things grow in the natural environment.

What the setting needs to do to improve further

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

- strengthen the key person system to ensure that parents understand who is primarily responsible for their children's learning and development and for exchanging information with other professionals
- enhance children's understanding of the world, for example, by providing more opportunities for them to explore their natural environment and see how living things grow and develop.

Inspection activities

- The inspector observed staff interaction with children indoors and outdoors.
- The inspector spoke to members of the management team, staff and children.
- The inspector carried out a joint observation with the early years manager.
- The inspector took account of the views of parents by speaking with them on the day of the inspection.
- The inspector sampled a range of documentation including children's progress records, policies and procedures, staff suitability and training records.

Inspector

Jennifer Forbes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a wide variety of activities and experiences to promote children's learning and the quality of teaching is good. Children enjoy an extensive range of sensory resources that complement the challenging activities provided by staff. For example, as staff teach children about their five senses they introduce aromatherapy oils for smelling and yeast extract for tasting. Staff talk to children all the time. They ask children questions, read books with them and sing songs. Children make good progress in their communication and language development because staff use sign language to accompany their words, and this helps children to understand their meaning. Staff introduce mathematical concepts to children, such as colours and counting. Staff work with children on an individual basis but they do not have a well-embedded system for sharing detailed information about children with their parents and other professionals.

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

Staff provide a welcoming environment that meets the needs of the children. Staff work hard to ensure that all children feel safe and comfortable. Children settle well into the nursery because they make good attachments with staff. Staff are affectionate, kind and caring. They delight in every small step a child makes in their learning. Children have regular opportunities for fresh air and exercise and have lots of fun in the garden. However, staff do not provide children with opportunities to learn about the natural world in relation to how things grow, such as by helping them to grow and tend their own plants. Children learn about the weather as staff provide imaginative ways for them to explore resources that imitate the elements. For example, children feel the texture of flour on their hands and they pretend it is snow and feel the waft of a fan of their faces to mimic the wind. Staff pour water through a sieve onto children's umbrellas and they giggle when they jump in the puddles as the water falls to the ground.

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

Staff have a secure understanding of the safeguarding and welfare requirements and how to keep children safe. The management team ensure that all staff receive regular briefings and ask them questions to test their knowledge of safeguarding. They carry out effective risk assessments on all areas of the provision to ensure the safety of the children. The management team monitor and evaluate staff practice and track the progress of individual children. This ensures that children make good progress in their learning and development. Staff talk to parents about their children's successes and well-being on a daily basis. Parents say how highly they value the nursery and the staff. The management team's system for evaluation of the nursery is robust and they have secure plans for continuous improvement.

Setting details

Unique reference number	EY443014
Local authority	Waltham Forest
Inspection number	885483
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	13
Name of provider	Brookfield House School Governing Body
Date of previous inspection	Not applicable
Telephone number	02085272464

Brookfield House Early Years registered in 2012. It currently operates from the Foundation Stage classroom within Brookfield House School. There is a new purpose built early years centre available for use from February 2015. The school is in Woodford Green in the London Borough of Waltham Forest. Brookfield School Governing Body manages the nursery. The nursery opens Monday to Friday from 8.50am until 3pm during school term time. The nursery receives funding for the provision of early education for two-, three- and four-year-old children. The nursery employs nine members of childcare staff, including the manager. The manager holds Qualified Teacher Status, there is a trainee teacher with a teaching qualification at level 8, three staff hold an early years qualification at level 3 and four at level 2. The school provides care solely for children with special educational needs and/or disabilities.

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