

Braybrook Nursery NNI

Braybrook CP School, Braybrook, Orton Goldhay, Peterborough, Cambridgeshire, PE2 5QL



Inspection date

24 March 2015

Previous inspection date

25 May 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- All adults ensure that children's skills and understanding are secure before moving them on to the next stage in their learning. This thorough approach gives children time to absorb new ideas and embed new knowledge. This provides them with an excellent foundation for their ongoing progress.
- Babies and younger children learn and develop rapidly as they explore sensory baskets and consider inset and vertical puzzles. Great attention is paid to providing an extensive range of stimulating, age-appropriate activities and resources. Children quickly develop secure foundations on which to build their future learning.
- Adults understand the importance of using teaching strategies which reflect children's individual learning styles and abilities. This ensures that all children make rapid progress in their learning and any gaps in achievement are noticeably reduced.
- Children with special educational needs and/or disabilities receive superb support. Prompt assessment of any emerging needs ensures that they receive targeted support. The excellent relationships forged with a wide range of professionals enable children to make excellent progress.
- Children's confidence and self-esteem are superbly fostered as they learn to value their emerging independence. They make decisions about their own play and learning, help lay the table and clear away, developing a wide range of self-care skills.
- Partnership working is seen as a crucial tool in helping to ensure that children receive the input and support they need. Parents are valued as children's first and most enduring educators and their involvement in their learning is continually sought.
- Safeguarding is a priority consideration throughout the nursery. Exceptional attention is paid to protecting children from the risk of harm and ensuring their ongoing welfare. Adults display a secure knowledge of their role and responsibilities, and training in child protection is routinely renewed.

What the setting needs to do to improve further

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

- enhance the excellent focus on maximising children's learning and analysis of their progress, for example, by securing data which demonstrates how effectively children's achievement levels are improving.

Inspection activities

- The inspector had a tour of the setting with the manager.
- The inspector observed activities taking place throughout the day and made an evaluation of teaching practice seen with the manager.
- The inspector held meetings with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies, procedures and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working within the nursery and the provider's self-evaluation evidence.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Deborah Hunt

Inspection findings

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

Children explore delightful activities which reflect their individual interests. Differentiated learning acknowledges their specific needs. Children engage deeply in Easter themed activities. Older children sustain interest as they make chocolate wheat nests, decorate cones for their Easter egg hunt and create handprint chicks. Toddlers search for trucks in sawdust and explore feel and touch books. Babies inquisitively explore sensory bottles as they sparkle in the light. They excitedly flex their arms, hands and legs as adults blow bubbles for them. Children relish outdoor play. Their language develops superbly as they gather under the slide to hide from the monster and chat with friends in their wigwam. Social and physical skills are superbly promoted during a game of Duck, duck, goose, as children chase their friends, anticipating who will win. Adults expertly intervene in children's play, having fun with them as they climb the slide together, shouting with delight as they whoosh down. Exceptional teaching rapidly develops children's speech and communication skills. Staff's excellent use of knowledge gained through training creates a language rich environment. Adults make meaningful contributions to extend children's ideas, captivate their interest, encourage communication and extend their vocabulary.

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

Children rapidly become confident, curious learners who eagerly explore the stimulating, child-focused environment. They are superbly secure in the care of adults who know them very well and respond to them with genuine warmth, affection and intelligence. Robust procedures ensure that adults carry out routines, such as nappy changing with care and sensitivity. Children sleep according to their individual routines and receive nurturing care as they wake. They eat extremely nutritious meals and snacks throughout the day. Foods children grow are also included in the menu. Gardening activities, keep fit sessions and regular discussions very effectively teach children about healthy living. The calm, relaxed environment helps children develop as autonomous learners, and behaviour is excellent. Children experience smooth transitions into nursery and on to other settings as procedures and practice are thoughtful and sensitive.

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

The management team is dedicated to the provision of very high quality early learning and instils a high level of professionalism throughout the nursery. Monitoring of the educational programme is exceptional. The manager and deputy routinely assess practice and peer observations further support ongoing improvement of the already outstanding teaching and practice. The management team is eager to extend and refine this process even further. This demonstrates the extremely high expectations that drive continual improvement in this nursery. Exceptional partnership working with outside professionals superbly supports children with special educational needs and/or disabilities. This has an extremely positive effect on their learning and development. The nursery has an extremely robust recruitment and induction procedure for new staff.

Setting details

Unique reference number	EY290260
Local authority	Peterborough
Inspection number	861373
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 7
Total number of places	34
Number of children on roll	73
Name of provider	Braybrook Nursery Committee
Date of previous inspection	25 May 2010
Telephone number	01733 238770

Braybrook Nursery NNI was registered in 2004 and operates from within Braybrook Primary School. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday for 51 weeks of the year, except for bank holidays. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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