

Brooklands Day Nursery

Greenacres Road, Greenacres, Oldham, OL4 3EY



Inspection date

9 April 2015

Previous inspection date

9 June 2010

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Safeguarding children's welfare is not given a high enough priority. Staff do not identify and address potential risks to the safety of children outdoors, in a timely way.
- The quality of teaching is too variable between staff. For example, some staff do not skilfully interact with children during activities, some creative activities are extremely adult-led, the quality of conversations is poor and staff do not always tune into and follow children's emerging interests.
- The key-person system does not ensure that every child's learning and development is tailored to meet their individual needs or that their progress across all areas of learning is effectively monitored. Furthermore, some parents do not receive enough information regarding their child's learning and development in order for them to support this fully at home.
- Best use is not made of the available space and resources. For instance, young children spend far too long in one room with very limited activities to choose from. In addition, babies have extremely limited opportunities to explore the natural environment.
- Ways in which to evaluate what needs improving are weak. The registered provider does not keep a close check on staff performance or the quality of observation, assessment and planning or the weaknesses in their knowledge of safeguarding. This means that priorities are not effectively identified and addressed.

It has the following strengths

- Staff show that they understand the possible indicators of abuse and what to do if they have any concerns regarding the children. They also know what to do should there be any concerns regarding the adults working alongside the children.
- Children's mathematical development is suitably fostered. Staff routinely introduce numbers and mathematical language into children's play. In addition, older children are aware of the behaviour expectations of the nursery.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching and learning by ensuring staff respond to children's emerging needs and interests, by skilfully questioning and talking to children, and by capitalising on opportunities for children to develop their own ideas and strategies for doing things
- ensure the key-person system supports every child's individual learning needs by effectively monitoring the progress each child makes, by providing children with additional support when required, by using this information to plan meaningful activities and by sharing ongoing information with parents so that all children make good progress
- ensure the overall quality of the nursery continually improves for children by making sure staff have the skills, training and a clear understanding of their roles and responsibilities through effective coaching, mentoring and supervision
- ensure the spaces and resources are organised in a way that meets the learning needs of children by providing all children with constant access to a good range of stimulating resources that ignite their interests and motivate them to learn, by making sure that babies have regular opportunities to explore their natural world, and by ensuring all play areas are well resourced
- ensure the outdoors spaces are fit for purpose by identifying any potential hazards that pose a risk to children's safety and removing or making safe that hazard in a timely way.

To meet the requirements of the Childcare Register the provider must:

- ensure the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)
- ensure the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed the activities and experiences offered to children, both inside and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Karen McWilliam

Inspection findings

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

Some staff plan inappropriate activities for children that do not effectively challenge and extend their learning. For example, they are too adult-led and interactions are poor. Staff do not follow children's lead or listen to the comments they make while engaged in creative activities. In addition, children are extremely restricted in their choice of activities during a significant part of their session. For example, young children spend the majority of the morning in one room with only four different activities to choose from. This significantly hampers their progress and does not ensure these children acquire the skills to be ready for school. Staff throughout the nursery complete regular observations and assessments of children. However, these are not always used effectively to support their learning. For instance, some staff complete assessments that show that children are not meeting their developmental milestones and they do not address this. This means that should children require additional support they are not provided with it. Furthermore, the next steps in children's learning are not consistently shared with parents in order that they can effectively support their child's learning at home.

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

The resources and the environment are not used effectively to support children's safety and learning. For example, broken windows in play houses, broken toys left in a pile and containers full of rain water pose a potential threat to children's safety while they explore the outdoors. This does not demonstrate that staff give a high enough priority to the welfare of children. Furthermore, staff do not use toys, equipment and spaces to best effect in order to ignite children's interest. For instance, babies have very limited opportunities to explore the natural environment because they do not access the lawns, and some play areas are significantly under resourced, such as role-play houses and digging areas. Most children are confident and sociable. They play cooperatively with their friends and have formed attachments with their key person. Staff are warm, polite and courteous role-models. Children have daily opportunities to be physically active outdoors. Children wash their hands when appropriate and are served healthy meals. Children's independence is hindered because they are significantly restricted by staff, from choosing from the suitable range of resources on a daily basis.

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

The management of the nursery does not have a good enough understanding of the legal requirements of the Early Years Foundation Stage. Ways of checking the environment to ensure it is safe and stimulating for children are ineffective. The manager does not keep a close eye on the activities and quality of teaching provided for children. Consequently, supervisions do not highlight any weaknesses in the staff practice in order to shape training priorities. Furthermore, self-evaluation does not have a sufficient focus on teaching and the quality of the learning environment. The manager has not ensured a robust and understood system is in place to monitor children's progress. Therefore,

although all staff have relevant early years qualifications, the impact on children's learning is limited. Staff show some understanding of the importance of liaising with teachers when the time comes for children to move on to school. Recruitment and vetting procedures are sound and ensure all staff are suitable to work alongside children, and ongoing checks ensure they continue to be.

Setting details

Unique reference number	508029
Local authority	Oldham
Inspection number	869336
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	37
Name of provider	Jane Louisa Reynolds
Date of previous inspection	9 June 2010
Telephone number	0161 665 1119

Brooklands Day Nursery was registered in 1992. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2 or 3. The nursery opens from Monday to Friday for 50 weeks a year. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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