

# Brentwood Day Nursery

The Old County Ground, Shenfield Road, Brentwood, Essex, CM15 8AJ



## Inspection date

9 April 2015

Previous inspection date

10 August 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	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		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Safeguarding practices are robust so children are very well protected at this nursery.
- Children feel very safe and secure because of the extremely warm relationships they share with the staff. Consequently, children are very happy here.
- Children achieve well because teaching is good. The provision for children with special educational needs and/or disabilities and children who speak English as an additional language is good.
- Children are exceptionally well behaved because staff have high expectations and set very clear boundaries. Picture prompts and the nursery photograph rule book support children with routines and enable them to manage their behaviour very successfully.
- Staff work closely with receiving schools to ensure that children are prepared well for the move on to school. The nursery shares information about the children's progress with other settings that the children attend, to ensure continuity of learning and care.
- Children are very well supported because of the excellent partnership with parents and other professionals. Parents receive regular valuable advice on how to support their children at home. They speak highly of the staff and appreciate the good quality education and the exceptional care provided.
- The well-qualified manager is very passionate about the provision and demonstrates a constant drive to improve outcomes for the children. She provides strong leadership for an effective team of motivated and reflective staff.

### It is not yet outstanding because:

- On occasion, the monitoring and analysis of some assessments does not fully reflect the range of groups of children attending the nursery.
- New systems for staff observations are not yet fully established to enhance practice.

## What the setting needs to do to improve further

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

- enhance the already good monitoring of children's assessment to precisely track the progress of a range of different groups of children, in order to ensure that interventions can be targeted more effectively
- fully embed the new systems for monitoring staff performance, by conducting regular peer observations in order to further improve already good practice.

### Inspection activities

- The inspector held discussions with the manager and provider and conducted a joint observation with the provider.
- The inspector interacted with members of staff and children.
- The inspector reviewed documentation relating to safeguarding, children's records, staff records and the nursery's self-evaluation.
- The inspector observed learning activities both indoors and outdoors.
- The inspector checked staff qualifications and suitability.
- The inspector spoke to a small selection of parents present on the day.

### Inspector

Vicky Turner

## Inspection findings

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

Staff use their good knowledge of the Early Years Foundation Stage to plan a wide range of exciting learning opportunities that interest and engage the children. As a result, children are highly motivated, curious and eager to learn. Children's language and communication skills develop rapidly as staff model language very well and introduce new vocabulary. Children thoroughly enjoy story sessions supported by props, link letters and sounds and practise correct letter formation. Children regularly take books home to share with their families and are developing the necessary skills and attitudes they need for school. Regular walks to the fields help to develop children's understanding of the natural world. Children listen for sounds in the environment, explore the wildlife and observe seasonal changes. Children benefit from weekly French sessions and explore sounds using a range of percussion instruments. Younger children explore materials using their senses.

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

Children thrive exceptionally well in this caring, highly stimulating and inclusive learning environment. Children's independence is exceptionally well promoted as they self-register, set the table for lunch, serve their own lunches and make choices. They manage their personal hygiene needs particularly well. The outdoor play areas provide excellent opportunities for daily physical exercise. Children ride wheeled toys, practise their balancing and climbing skills and learn basic ball skills. They enjoy freshly cooked, nutritious meals and healthy snacks, and talk about their preferences. Children have an exceptional understanding of how to manage risks and keep themselves safe. Staff are highly effective in developing children's social skills. Children receive lots of praise, rewards and encouragement from the staff, who value and celebrate their efforts. Consequently, children feel very confident to explore and try new things. Children are emotionally ready for school life because of the superb support they receive from staff.

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

Robust staff recruitment and vetting procedures ensure that staff are suitable to work with children. The ongoing self-evaluation process takes account of the views of parents, children and staff. This enables staff to review their practice and identify areas for further improvement. The recommendations from the previous inspection have been successfully addressed. Staff have an accurate overview of children's skills and abilities because systems for tracking individual children's progress are good. However, the tracking of the progress of different groups of children is not consistent and reduces the precision of intervention. Systems for monitoring staff performance and supervision are effective. However, these are not yet securely embedded to ensure the highest quality professional supervision. Staff have good opportunities for professional development. This has increased staff confidence, and as a result, they are well equipped to address children's additional needs. Parents are very well informed of the learning activities provided and of their children's progress.

## Setting details

<b>Unique reference number</b>	402126
<b>Local authority</b>	Essex
<b>Inspection number</b>	955920
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	31
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Janet Violette Torris
<b>Date of previous inspection</b>	10 August 2011
<b>Telephone number</b>	01277 212580

Brentwood Day Nursery was registered in 1974. It employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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