

# Bramblings Parkgate Day Nursery and Pre School

Station Road, Parkgate, NESTON, CH64 6QJ



## Inspection date

17 November 2015

Previous inspection date

29 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff work very effectively with parents, and other agencies and services, to ensure that disabled children and those with special educational needs or complex health needs receive a high-quality service. Staff are particularly adept at ensuring that each child participates in all aspects of the nursery day.
- Leadership is effective and the nursery is organised well. The owners demonstrate a high level of commitment and regularly review practice to continuously improve the quality of the provision.
- The key-person system is effective and children have formed strong bonds with the staff. This helps promote children's sense of security and emotional well-being. Children are eager, inquisitive explorers of their world.
- Staff undertake frequent observations, accurately assess children's current needs and plan to help them make progress, taking account of their interests. Children's unique learning needs are met very well and they make good progress in their learning.

### It is not yet outstanding because:

- The ways for some of the owners and managers to explore their own development needs have not yet been as fully embedded into practice as the arrangements for staff.
- Staff have not considered fully the ways to help children to discover and reflect on the similarities and differences of the backgrounds of people, families and communities beyond their own.

## **What the setting needs to do to improve further**

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

- enhance the arrangements for supervision and staff development by considering additional ways for the owners and managers to review their own practice, to enable them to provide even more incisive support to staff to help them raise the quality of teaching to the highest level
- build on the experiences and opportunities that staff provide to further help children strengthen their developing understanding of people, families and communities beyond their own.

### **Inspection activities**

- The inspector viewed activities in the three playrooms, the lunchtime room and in the outdoor play areas. He observed teaching and interactions between the staff and children.
- The inspector held meetings with the registered owners and the owner/manager. He also held informal discussions with some of the local authority professionals visiting children during the inspection.
- The inspector interacted with children and spoke to staff at appropriate times throughout the inspection. He also took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the self-evaluation arrangements and plans for future improvement. He also looked at children's registration records and planning documentation. He checked the evidence of the qualifications and the suitability of staff working in the setting and also looked at a range of other documentation.
- The inspector checked the arrangements for training staff in first aid and their deployment.

### **Inspector**

Frank Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

Effective staff deployment, with a mix of well-qualified staff and those working towards a qualification, helps to promote the consistently good quality teaching. The premises are maintained very well and are extremely clean. This helps to promote children's safety and good health. Support staff work seamlessly, so that staff working directly with children can focus fully on their care and learning needs. Safeguarding is effective. All staff are familiar with the steps they need to take should they identify a child at risk of harm. The general manager is experienced and well qualified. She researches widely to support staff to keep up to date with changes in early years practice. Staff are happy, relaxed and confident. They demonstrate their commitment to quality care for children and eagerly apply any guidance provided. For example, strategies shared by other professionals are implemented consistently by staff to help them attend to the unique needs of each child.

### Quality of teaching, learning and assessment is good

Children are developing good social skills and an eagerness to participate in group activities, as well as exploring their own ideas. For example, pre-school children thoroughly enjoy taking turns and counting when playing a game involving a pretend wolf. With gentle adult support, toddlers learn to take turns to roll balls down a piece of guttering. They excitedly discover they can make marks with water and paintbrushes. This inspires them to try other surfaces and materials, as they dash and dot with the chalks. Babies practise their physical coordination and build their concentration as they build with blocks. Staff provide enjoyable, language-rich experiences as they read a favourite story. Staff are very enthusiastic in how they interact with the children. They provide activities that motivate children and encourage them to learn.

### Personal development, behaviour and welfare are good

Good partnerships and systems for supporting children's moves through nursery or preparing for school are well managed. Staff have high but realistic expectations to help children develop their own independence and resilience. For example, younger children are encouraged to seek a tissue and help to dispose of it in the bin. Mealtimes are used effectively to help toddlers and pre-school children to develop their need to be respectful and care for others. Staff praise children as they wait patiently to use or pass the serving spoon. Children carefully fill and carry their own cup of water from the cooler. Their health is fostered further as they have regular chances to play outside, run around, balance and stretch. Children are polite and behave well. Staff support children effectively to understand about how to behave towards each other.

### Outcomes for children are good

Secure monitoring of children's progress and identification of gaps in the provision or needs of particular groups of children have been established. All children, including those who speak English as an additional language, disabled children and those with special educational needs, are supported very well to make good progress. This helps them acquire some of the key skills needed to prepare them for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY429288
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	852971
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Jill Anderton, Alan Anderton and Anne Anderton Partnership
<b>Date of previous inspection</b>	29 November 2011
<b>Telephone number</b>	0151 336 4426

Bramblings Parkgate Day Nursery and Pre School was registered in 2011. The nursery employs 14 members of childcare staff. Of these, one has Early Years Practitioner status and seven hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round, with the exception of bank holidays and a period at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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