

Inspection date	14 December 2015
Previous inspection date	16 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- The learning environment is inviting, with a range of stimulating resources that captures children's interests and imagination. Children are motivated and eager to join in with the good quality activities that staff provide.
- Staff skilfully care for babies. Staff play alongside them, offering support which supports their emotional security. They model speech and help to strengthen babies physical development well.
- The manager has high expectations and sets clear and realistic targets for improvement. She includes the views of staff, parents and children in developing action plans. The manager is committed to raising the overall quality of the provision.
- Well-qualified staff know children well and demonstrate good teaching skills. Staff regularly observe their development. They plan meaningful, age-appropriate activities to challenge children and move them on to the next stages in their learning.
- Staff work well with outside professionals. They support disabled children, those with special educational needs and those who speak English as an additional language to make good progress, in relation to their starting points and capabilities.

It is not yet outstanding because:

- Staff in the toddler room do not always make the best decisions about where speaking and listening activities are carried out and the period of time spent on these activities, in order to fully promote children's communication and language skills and concentration levels.
- Staff do not consistently gather information from parents about children's current interests and abilities, in order to plan more complementary experiences to promote their ongoing development.

What the setting needs to do to improve further

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

- review the way speaking and listening activities are carried out in the toddler room, in order to support children's concentration, communication and language skills to the best effect
- strengthen arrangements for gathering information from all parents about their children's ongoing learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the provider, manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, self-evaluation and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of a selection of parents during the inspection.

Inspector

Layla Louise Clarke

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager ensures that all staff are confident in the procedures to follow should they have concerns about children's safety or welfare. This includes what to do if they have concerns about other staff. The manager uses rigorous vetting procedures to check staff suitability. Most staff have received training in paediatric first aid. They are confident in dealing with any minor accidents and reporting this to parents. Staff are effectively deployed and provide a high level of supervision, helping to keep children safe. The manager is well qualified and uses her knowledge to support staff and monitor performance. Staff benefit from regular one-to-one meetings with the manager. Staff have opportunities to observe and reflect on each other's practice, contributing towards them being able to deliver good quality teaching. Staff attend training to further their qualifications and skills. They work in partnership with teachers in local schools. This supports children when the time comes for them to move on to school.

Quality of teaching, learning and assessment is good

Babies delight in banging musical instruments and hearing the sounds that they make. They enjoy the sensory feel of sand and water. Babies delight as they peer into mirrors as staff support them to recognise themselves. Toddlers are eager to explore oats and cereal, with staff encouraging them to count the scoops. Toddlers develop their creativity and imagination. Staff engage them in role play using vegetables, as well as pots and pans. Pre-school children practise forming recognisable letters. They take part in daily activities to promote their communication and language skills. Older children excitedly copy staff and repeat patterns of clapping and stamping, helping to promote their listening and understanding skills.

Personal development, behaviour and welfare are good

Children behave well. Staff are positive role models who sensitively deal with any minor occasions of challenging behaviour with compassion. Staff celebrate children's achievements. They present pre-school children with a star of the week award. Children's special moments are displayed in each room, supporting them to develop confidence and self-esteem. Staff follow flexible routines, helping to support children's individual needs. Staff encourage children to think about their physical health and well-being. They use routines well and provide daily opportunities for children to be physically active outdoors. Staff provide children with a range of healthy meals and snacks. They are responsive to children's needs and preferences and provide alternative meals should a child prefer this.

Outcomes for children are good

The manager and staff use effective systems for monitoring individual children, as well as groups. Targeted strategies are implemented swiftly to help to close any emerging gaps in children's progress. All children are making at least good progress, helping to prepare them with the key skills needed for their future learning and school.

Setting details

Unique reference number	EY434592
Local authority	Wigan
Inspection number	1033981
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	46
Number of children on roll	76
Name of provider	Brooklands Childcare Ltd
Date of previous inspection	16 February 2012
Telephone number	01942 675909

Brooklands Childcare Ltd was registered in 2011. The nursery opens between 7.30am and 6pm, Monday to Friday, all year round except for bank holidays and one week at Christmas. There are 14 staff employed to work with children, of these, 13 hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two- and three-year-old children.

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