

Brambly Hedge Day Nursery

Richards House, Crosby Road, Northallerton, North Yorkshire, DL6 1AE



Inspection date

14 January 2016

Previous inspection date

10 June 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Key-person arrangements are not effective at all times. Information regarding children's learning is not always effectively shared between staff and they are not fully aware of children's next steps in learning.
- Sometimes, children cannot see what other resources are available for them to choose from in order to instigate and direct their own learning.
- Current arrangements for supporting staff to improve the effectiveness of their teaching are not fully effective.

It has the following strengths

- Partnerships with parents are good. They speak highly of the nursery and are kept well informed of all relevant information concerning their child's welfare or learning and development needs.
- Information is effectively shared between staff and other professionals who support disabled children and those with special educational needs. A shared knowledge and understanding of each child's needs are maintained and are used very well to help children to make progress, based upon their individual starting points.
- Effective strategies are in place to support children who speak English as an additional language. This helps them to become familiar with daily routines in the nursery and supports them to make good progress in their learning.

What the setting needs to do to improve further

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

	Due Date
■ ensure key-person arrangements are effective so that children's learning is tailored to meet their individual needs and they are sufficiently challenged in order for them to make good progress	27/02/2016
■ focus more fully on arrangements for monitoring staff practice that improve the delivery of teaching to all children.	27/02/2016

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

- improve opportunities for children to make independent choices in order to initiate and direct their own learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has a reasonable understanding of her role in monitoring the quality of the provision and maintains an overview of activities provided. Some arrangements are in place to monitor the quality of teaching and learning provided and the manager has accurately identified some weaknesses in teaching. However, actions taken to address inconsistencies in practice have not yet been effective in maintaining good quality teaching across the nursery. The arrangements for safeguarding are effective. Staff have a comprehensive understanding of keeping children safe in the nursery. They know who to contact and how to act if they have concerns regarding a child in their care.

Quality of teaching, learning and assessment requires improvement

Staff support the communication skills of very young children well. For example, when children try to say a word, staff repeat it back so they can hear the name of the object clearly. This helps children to build up their vocabulary and use single words for themselves. Disabled children and those with special educational needs are supported particularly well by their key person. Staff receive appropriate training to, generally, help children to make progress, based on their individual starting points. However, there are times when key-person arrangements are not as effective as they could be, especially for older children and those who are two-years-old. Staff are rotated and spend time working in other rooms in the nursery. Information regarding children's learning is not always effectively shared and staff are not fully aware of their next steps in learning. This means children are not always sufficiently challenged during activities and are not supported to make the best possible progress.

Personal development, behaviour and welfare require improvement

Staff work closely with parents when children first start which helps children settle easily into nursery. This provides continuity in children's emotional and physical well-being. Good levels of care are provided throughout the nursery and staff meet children's personal needs well. Children are confident and motivated to engage in a, generally, good range of activities and experiences. They access toys and equipment in key areas, such as the role-play area and those located on table tops. However, they cannot see what other resources are available in the room for them to choose from, in order to initiate and direct their own learning.

Outcomes for children require improvement

The quality of teaching is variable. Not all children make good progress due to some inconsistencies in practice across the nursery. Children are suitably well prepared with the skills they require, in readiness for school. For example, staff use their training reasonably well to help children to use reading materials to further their interest in space and planets. This helps children to develop their early reading skills and enjoy an increasing range of books and literature.

Setting details

Unique reference number	EY290726
Local authority	North Yorkshire
Inspection number	1035683
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	70
Number of children on roll	123
Name of provider	Brambly Hedge Day Nursery Partnership
Date of previous inspection	10 June 2013
Telephone number	01609 771333

Brambly Hedge Day Nursery was registered in 2004. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or higher. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm, including after school provision. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs. The nursery also supports children who speak English as an additional language.

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