

Inspection date	19 January 2017
Previous inspection date	22 April 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Outcomes for children in the baby room are poor. Babies do not benefit from stimulating activities or experiences and at times, are either disengaged or made to take part in activities that they show no desire to explore.
- The quality of staff's teaching in the baby room is poor. These children do not benefit from good quality interactions from staff. As a result, some babies' communication and language skills are not at the level of development typical for their age and some are at risk of the gaps widening.
- The key-person system is not effective in the baby room in meeting those children's learning and development and individual care needs.
- Performance management systems are not effective in addressing significant weaknesses in staff practice, particularly in the baby room.
- Some staff do not always notice children's negative behaviour. This means that children are not always taught about right and wrong, to help support their understanding of behavioural expectations.

It has the following strengths

- Outcomes for children in the other age groups are much better. These children are generally supported by staff and do make better progress in their learning.
- Parents speak fondly of the staff. They share their appreciation of staff helping with stages of development, such as potty training. They also discuss that the strong communication from staff helps them to feel that their views are valued.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that staff in the baby room plan and provide activities that stimulate babies curiosity and desire to learn through challenging and enjoyable experiences 	06/03/2017
<ul style="list-style-type: none"> ■ raise the quality of teaching in the baby room and ensure that staff help children to reach at least the typical range of communication and language development expected for their age 	06/03/2017
<ul style="list-style-type: none"> ■ ensure that the key-person system in the baby room is effective to help babies make secure attachments and ensure their individual care and learning needs are suitably met 	06/03/2017
<ul style="list-style-type: none"> ■ ensure that staff are suitable to fulfil their roles effectively and ensure weaknesses in the quality and consistency of other staff's teaching and overall practice are swiftly addressed 	06/03/2017
<ul style="list-style-type: none"> ■ ensure staff gain a clear understanding of identifying and managing children's behaviour in an appropriate way. 	06/03/2017

Inspection activities

- The inspector observed the quality of teaching in all age groups, during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector completed two joint observations with the manager, one in the pre-school room and the other in the baby room.
- The inspector held a meeting with the provider, manager and two local authority representatives. They discussed systems for monitoring staff performance, viewed information about the monitoring of progress made by different age groups of children and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management is inadequate

Several months ago the manager identified that practice in the baby room was not effective in meeting the care and learning needs of babies. Staff in charge of the room were unable to fulfil their roles to a good standard. In addition, experienced staff are not good role models for the rest of the staff team, including staff who are training to be early years practitioners. The manager has failed to make necessary changes to bring about improvements that have a positive impact for these babies. As a result, practice remains weak. The manager has made swifter improvements to practice in the 'tiddlers' room. She has changed working practices within this room, in conjunction with guidance given by the nursery's early years advisor. These changes have had a dramatic impact on increasing opportunities for these children to reach their potential in their learning and development. Staff receive supervision sessions. As part of these sessions staff are given personalised targets to work towards. However, the targets set for staff in the baby room are having no impact on raising the quality of teaching and their overall practice. The arrangements for safeguarding are effective. Staff are knowledgeable about the actions they would take if they had concerns about a child in their care or a member of staff's conduct.

Quality of teaching, learning and assessment is inadequate

Most staff that work in the baby room are appropriately qualified and the leader is qualified at a higher level. Despite this, practice is weak. Babies are not supported to build a secure foundation for future learning. Just under half of babies, both boys and girls, are not working within the expected levels of development in communication and language. Other children are at risk of not meeting age-related expectations with regards to their communication and language and personal, social and emotional development. Interactions from staff are of poor quality. They often take on a supervisory role and sit next to children engaged in planned activities, such as activities involving sand, foam and sensory baskets. Staff fail to ignite babies' curiosity to explore and discover. This leads to children being disengaged and made to stay at activities they show very little interest in. Furthermore, other children stand at the gate dividing the baby room in two and demonstrate a desire to explore the other activities they can see but are unable to access. However, this goes unacknowledged by staff. The quality of teaching across the other age groups of children is generally appropriate. Most staff engage purposefully with children in a variety of different activities. Children in the 'tiddlers' room benefit from high-quality interactions from staff. Staff position themselves at children's level and encourage them to explore and try their best to succeed. Children in the toddler room develop new skills and strengthen existing ones. Children in the pre-school rooms are supported to learn the skills and attributes needed for successful learning in school. Children who have special educational needs or disabilities are supported and included well.

Personal development, behaviour and welfare are inadequate

The significant weaknesses in leadership and management and in the quality of teaching, learning and assessment, contribute negatively to children's personal development and emotional well-being. All children have a key person assigned to them. Most children benefit from this and key persons are effective in meeting children's individual needs.

However, this is not the case for children in the baby room. For example, key persons in the baby room do not always seek to establish reasons why some babies are upset. In some cases, staff just give babies their dummies and fail to offer the reassurance they need. Children's behaviour is generally sound. However, when a very small number of children display negative behaviour, staff do not recognise or deal with the situation appropriately. Children are provided with wholesome meals and snacks which are freshly prepared on site. Older children become more confident to attend to their own personal care routines with little support. Daily opportunities for outdoor physical play are in place for all age groups of children. Older children enjoy climbing, riding bicycles and playing fun and interactive games.

Outcomes for children are inadequate

Outcomes for babies are significantly hindered because of the weaknesses identified. Staff fail to support babies' development so that they gain the skills needed to secure a solid foundation for their future learning. Children in the other age groups are supported appropriately in the main, and do make better progress.

Setting details

Unique reference number	EY295898
Local authority	Wigan
Inspection number	1064657
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 - 4
Total number of places	102
Number of children on roll	136
Name of registered person	Brooklands Childcare Ltd
Registered person unique reference number	RP525105
Date of previous inspection	22 April 2013
Telephone number	01942 760077

Brooklands Childcare Ltd was registered in 2004. The nursery employs 34 members of childcare staff. Of these, two hold early years professional status, one holds qualified teacher status and a further 23 staff hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens Monday to Friday, all year round, apart from a week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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