

Bramble Hall Day Nursery

Station Road, Sutterton, Boston, Lincs, PE20 2JH



Inspection date

2 March 2017

Previous inspection date

26 September 2014

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:

- New systems to monitor the quality of teaching are in the early stages of development. As a result, the quality of teaching is variable in the pre-school room.
- The provider has failed to notify Ofsted of changes to the manager.
- The new manager has not yet developed a fully effective system to monitor the progress that different groups of children are making.
- Activities carried out at group times in the pre-school room do not sufficiently support children's social skills. Some children have to wait for extended periods of time and become distracted.
- Staff do not help parents to contribute to children's progress.

It has the following strengths

- The management team works well with other professionals and agencies to support children who have special educational needs and/or disabilities. This helps them to provide support for children's individual needs.
- Staff encourage children to join in celebrating special events. Children wear outfits of their favourite fictional characters and listen to staff as they read stories. This helps children to develop their literacy skills.
- Settling-in sessions are effective in helping children to get to know staff and the environment prior to starting. This helps children to feel emotionally secure.

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"> ■ implement robust systems to monitor the quality of teaching to ensure that it is consistently good and more effectively supports children's learning and development, particularly in the pre-school room 	02/09/2017
<ul style="list-style-type: none"> ■ gain knowledge of what needs to be notified to Ofsted. 	10/03/2017

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

- build on arrangements for checking and comparing the progress made by different groups of children to ensure that all groups receive the support they need to increase the potential for them to make good progress
- enhance opportunities for pre-school children to develop their social skills further in group-time activities
- involve parents in children's learning so they are able to contribute to their child's progress.

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 with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to notify Ofsted of a change of manager. However, this does not have a negative impact on children's safety because appropriate checks have been completed to ensure she is suitable to carry out the role. The new manager aspires to improve the quality of care and learning for children at the nursery. She has already made some changes to improve the layout of rooms and deployment of staff to ensure that children are adequately supervised and ratios are stringently met. The manager has begun to complete staff supervisions and monitor the quality of teaching. However, this is not yet fully embedded and, as a result, teaching is variable in the pre-school room. The manager offers staff training to improve their skills. Arrangements for safeguarding are effective. Staff know where to report any concerns they have regarding children's safety or welfare. They undertake risk assessments to ensure children's safety and action is taken to minimise any risks. The environment is clean and promotes children's health and hygiene.

Quality of teaching, learning and assessment requires improvement

Staff observe children as they play and use assessments to establish their stage of learning. However, the manager does not yet monitor the progress that different groups of children make. The quality of teaching is strong in the baby room. Staff get to know children well from the start of their placement. They provide comfort and support to babies. This helps to form strong attachments with them. Staff provide babies with activities to explore using their senses. They feel the texture of water and noodles. Staff talk to babies about what they are doing and sing songs to them. This helps to support their communication and language skills. However, the teaching in the pre-school room does not always challenge children's learning effectively. Staff talk to parents about their children's learning, however, they do not fully support parents to contribute to their children's progress.

Personal development, behaviour and welfare require improvement

Children manage and take risks in their play when they climb and balance on larger apparatus to extend their physical skills. Staff follow babies' care routines from home to support consistency. This helps to promote their emotional well-being. However, pre-school children's social skills are not always well supported, particularly during group times and mealtimes. Children's health is promoted as they have access to drinks throughout the day. Staff give children praise for their achievements. They talk to children about the 'golden rules' to promote positive behaviour. Babies show a good awareness of the routine of the day. For example, they put a mat on the floor for circle time, and are keen to sit on the floor to listen and join in with music, rhymes and actions. This demonstrates their developing independence.

Outcomes for children require improvement

Children are not challenged sufficiently enough in the pre-school room to reach their full potential. Therefore, they do not make as much progress as possible. However, they do develop some skills to help their future learning. Children gain confidence in their abilities and express their ideas through the range of resources that are freely available.

Setting details

Unique reference number	253652
Local authority	Lincolnshire
Inspection number	1085477
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 - 10
Total number of places	67
Number of children on roll	143
Name of registered person	Daffodil Day Nurseries Limited
Registered person unique reference number	RP910904
Date of previous inspection	26 September 2014
Telephone number	01205 460848

Bramble Hall Day Nursery was registered in 1996. The nursery employs 22 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, two at level 5, one at level 6, including one with qualified teacher status. The nursery opens from Monday to Friday all year round apart from one week in August and a week between Christmas and New Year. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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