

# Brooklands Childcare Ltd

Rose Hill, Wigan Road, Ashton-in-Makerfield, Wigan, Lancashire, WN4 0BS



## Inspection date

29 June 2017

Previous inspection date

19 January 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 management team and staff have worked hard to ensure that actions raised at the last inspection have been addressed. They have worked enthusiastically with the local authority to bring about instrumental changes to the provision. As a result, the quality of the provision provided, particularly in the baby room, is high.
- Overall, the quality of teaching is good. Staff plan a range of challenging activities and skilfully play alongside children to build on their existing skills and capabilities. The environment is stimulating and thoughtfully designed. Good quality resources are organised well and children are encouraged to make independent choices and lead their own play.
- Staff make accurate observations of children's learning and development. They talk knowledgeably and fondly about their key children. Staff know the children well and are dedicated to helping them engage effectively in activities and motivating them to learn.
- Partnerships with parents are strong. Staff value parents' opinions and their involvement in children's learning. They regularly share information and keep parents well informed. Parents are highly appreciative of staff and the care given to their children.

### It is not yet outstanding because:

- Occasionally, staff ask questions in quick succession and do not give children sufficient time to formulate their thoughts and respond.
- In the toddler room, the organisation of mealtimes does not ensure that all children's individual needs and emerging self-care skills are supported as well as possible.

## What the setting needs to do to improve further

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

- extend teaching skills that support children to think about and formulate their responses to questions that staff ask
- refine the organisation of mealtimes in the toddler room so that children's individual needs and their developing self-care skills are supported as well as possible.

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

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of the leadership and management is good

The experienced and visionary manager leads her team well and has high expectations for staff and children. The entire staff team are committed to the continuous improvement of the nursery. They attend regular meetings and undertake further training, including a recent course focusing specifically on babies' learning and development. This has greatly improved practice in the baby room. Good use of training, coaching and supervision meetings to develop staff's knowledge and experience, help to improve practice and outcomes for children. Rigorous and highly effective systems to closely monitor children's progress have been developed. Safeguarding is effective. All staff fully understand their role in protecting children and are well trained in safeguarding issues and paediatric first aid. Regular reflection and evaluation help to identify areas for ongoing improvement and benefit the children immensely.

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

Staff are well qualified and have a good knowledge of child development. They promote children's mathematical development well. They encourage children to count, sort and match and introduce concepts, such as shape and size. Young children enjoy splashing in the water tray and delight in emptying and filling containers. They use play dough to make 'cakes' and develop their confidence as they use tools to cut and shape the dough. They enjoy experiences that stimulate their senses. They shake glittery bottles and bang objects together. Older children build structures, operate technology and create pictures. They are encouraged to problem solve. For example, they delight in visiting the role-play 'beach', calculating how many scoops it will take to fill their containers with sand. Children are articulate and active learners who thoroughly enjoy their time at nursery.

### Personal development, behaviour and welfare are good

Staff offer home visits when children start, to help them settle and build their confidence. Children settle extremely well and are happy and confident. The very effective key-person system helps to ensure that children develop secure attachments to staff and are emotionally secure. Children enjoy daily outdoor activities that keep them physically active. For example, they enjoy using large apparatus in the garden, participate in sports sessions and frequently go on walks within the local area. Children understand the importance of good hygiene practices and skilfully attend to their own care needs. Staff offer clear and consistent reminders that support children to behave well.

### Outcomes for children are good

Children make good progress in readiness for their eventual move on to school. Staff work closely with other professionals to implement agreed strategies in order to support children who have special educational needs and/or disabilities. Young children listen attentively to stories and toddlers repeat words and learn rhymes. Older children excel in their literacy awareness as they explore rhyming words and write with purpose. They show an impressive ability in recognising letter sounds and letter formation.

## Setting details

<b>Unique reference number</b>	EY295898
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1083927
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	102
<b>Number of children on roll</b>	142
<b>Name of registered person</b>	Brooklands Childcare Ltd
<b>Registered person unique reference number</b>	RP525105
<b>Date of previous inspection</b>	19 January 2017
<b>Telephone number</b>	01942 760077

Brooklands Childcare Ltd registered in 2004. The nursery employs 33 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 at level 3. The nursery opens all year round Monday to Friday, 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.

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