

# Brooklands Childcare Ltd

14 First Avenue, Hindley, Wigan, Lancashire, WN2 3EB



<b>Inspection date</b>	11 August 2017
Previous inspection date	16 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The dedicated and enthusiastic manager shares her vision for the nursery with staff. Together they consider the views of parents and outside agencies when evaluating the quality of the nursery and planning future improvements.
- Staff enthusiastically provide a wide range of activities, both indoors and outdoors. They use children's interests well, to plan activities that children find interesting and engaging.
- Staff observe children as they play. They use their accurate assessments to carefully plan what each child needs to learn next to ensure they make good progress.
- Excellent partnerships with a range of other professionals help to identify children's individual needs quickly and ensure they are exceptionally well met.
- Partnerships with parents are highly effective. Parents are exceptionally well supported to contribute information about what their child can do at home. They are extremely well informed of their child's progress and value the carefully selected activities and resources that staff share, to help them support and extend their child's learning at home.

### It is not yet outstanding because:

- Occasionally, during group activities, staff working with older children do not give them enough time to think and share what they know and can do, so that they can extend their learning precisely.
- Opportunities for staff to share their good practice and learn from each other have not been fully developed.

## What the setting needs to do to improve further

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

- provide enough time for older children to share what they think, know and can do during group activities and make the most of opportunities to precisely extend their learning as they arise
- embed existing arrangements for monitoring practice even further and provide opportunities that help staff to learn from each other and improve their practice to the highest level.

### 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 spoke with staff and children during the inspection.
- 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 also took account of parents' views in written form.

### Inspector

Denise Farrington

## Inspection findings

### Effectiveness of the leadership and management is good

The manager observes staff and meets with them regularly to discuss aspects of their role. Staff attend a range of training opportunities to help develop their skills and keep them up to date. For example, information from recent Letters-and-Sounds training is used well to develop children's ability to hear the sounds that letters make in spoken words. Detailed monitoring of children's progress enables the manager to identify any gaps in their learning. Plans are swiftly implemented to ensure children receive the support they need to make good progress. The arrangements for safeguarding are effective. Staff have a robust knowledge of safeguarding procedures. They can identify things which would cause them concern about a child's welfare and know how to report any concerns to the relevant authorities. Staff develop effective partnerships with local primary schools to ensure children's move to school is handled sensitively.

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

Overall, staff develop children's communication, social and physical skills well. They talk to children as they play, introducing new words to extend their growing vocabularies. For example, staff introduce the word 'carnivore' when talking to children about what dinosaurs ate. Opportunities for children to recognise numbers and learn to calculate are plentiful. For example, when playing with skittles outdoors, older children are encouraged to recognise the numbers on skittles they knock over and add them together for their total score. Younger children delight in sharing stories and use puppets as they develop their communication skills during 'Toddler Talk' activities.

### Personal development, behaviour and welfare are outstanding

Children develop exceptionally close bonds with their nurturing key person. Staff are extremely attentive and have a detailed knowledge of each child's care needs. Recent involvement in a local authority pilot programme enabled staff and parents to work extremely closely with other professionals to deepen and enhance their understanding of children's behaviour. This has contributed significantly to the positive approach that staff and parents have adopted to manage children's behaviour consistently. Staff are excellent role models who make skilful use of daily routines to help promote children's independence, physical well-being and understanding of healthy lifestyles. Children are sensitively and skilfully supported to recognise and respect the differences between themselves and others.

### Outcomes for children are good

Children are independent and confident learners, who enjoy the challenge of new experiences. They help each other to solve simple problems and play well together, sharing and taking turns. Children learn how to hold a pencil and write the letters of their name. They count, recognise numbers and shapes as they play. The development of these important early skills helps to ensure that children are well prepared for the next steps in their learning, including their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY295923
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1064659
<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>	1 - 4
<b>Total number of places</b>	89
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Brooklands Childcare Ltd
<b>Registered person unique reference number</b>	RP525105
<b>Date of previous inspection</b>	16 April 2013
<b>Telephone number</b>	01942 760055

Brooklands Day Nursery was registered in 1991. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including two with early years professional status. The nursery opens Monday to Friday, all year round. 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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