

# Brook House Nursery Ltd.

110 Cole Park Road, TWICKENHAM TW1 1JA



## Inspection date

5 September 2018

Previous inspection date

9 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Management has high expectations of staff and a shared vision which is embedded across the nursery. They monitor and continually evaluate how to improve the experiences they provide for children. Staff have an excellent knowledge of individual children and work well with parents to ensure they are fully involved in their child's early learning.
- High priority is placed on promoting children's communication and language skills. Consequently, young children learn new language and become confident speakers who listen to one another and talk through their ideas.
- Children are happy, confident and independent learners. The presentation of the environment and structure of the routine helps to support children in making their own choices about where they play and what they do.
- Relationships across the nursery are extremely strong. Highly effective communication between staff, parents and teachers helps to support children as they move through the different units in the nursery and eventually on to school.

### It is not yet outstanding because:

- Leaders do not yet have a secure enough picture of how well different groups of children who attend the nursery are progressing.
- Arrangements to monitor practice and identify opportunities for professional development are not secure enough to improve the quality to an outstanding level.

## **What the setting needs to do to improve further**

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

- build on the systems to monitor the progress made by different groups of children to identify and close any differences in achievement
- strengthen the systems to improve the quality of teaching to an outstanding level, and use this information to identify learning priorities for staff and opportunities for professional development.

### **Inspection activities**

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outdoors.
- The inspector spoke with staff and children, where appropriate, at suitable times throughout the inspection.
- The inspector conducted a joint observation with the deputy manager.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector looked at a range of documentation, including evidence of staff suitability and the records of the progress children make.

**Inspector**  
Gill Wallace

## Inspection findings

### Effectiveness of leadership and management is good

Leaders make good use of highly qualified staff to share skills and to role model strong teaching to less experienced staff. Consequently, the quality of teaching is consistently strong. Recent training around promoting children's early reading and writing skills has led to the introduction of new teaching techniques. The impact of this has yet to be measured, although boys in particular have shown an increased interest in the activities to help support this outside. Arrangements for safeguarding are effective. All staff have a secure knowledge of their responsibilities to safeguard children. They effectively implement robust procedures to support children's health, safety and well-being. Partnership working with outside agencies and other professionals is very strong. This helps to support children in their learning and in particular their move to school.

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

Arrangements to monitor children's individual progress and to ensure all aspects of the curriculum are promoted are secure. Staff make excellent use of incidental opportunities to extend children's learning and use a wide and varied range of teaching techniques to support this. Staff focus on sensory play with babies, helping them to experience different textures and sound, for example through the introduction of varied treasure baskets. Staff build on younger children's interest in the sand by encouraging them to work out why sand falls from the bottom of one of the buckets. They make links between the activities they plan. For example older children explore seeds and talk about the different vegetables they grow into following their interest in a familiar story and trips to the allotment.

### Personal development, behaviour and welfare are good

Babies form strong attachments with staff who know and implement their individual routines extremely well. Children are confident and encouraged to take safe risks in their play. For example, they jump off the top of the pirate ship because staff teach them how to do this safely. Younger children benefit from playing outside with their older peers and learn from them. Older children show a caring attitude towards the younger children. All children listen to one another, for example in their imagined play, and value one another's ideas and contributions. Children develop a strong sense of belonging and responsibility. For example they take on roles as the helper and look after 'Danny Dog' when it is their turn to take him home.

### Outcomes for children are good

Babies search for hidden insects in shredded paper and explore the sound it makes. They show great fascination looking at themselves in the mirror and shriek with excitement as they play peekaboo with staff. Young children play with the foam outside and move to the pirate ship to wash the windows showing good imaginations. Older children work together, supported by staff, using resources to retell a familiar. They are absolutely engrossed in this as they take on the role of the different characters and show wonderful imagination acting out their own story. All children make good progress in their learning and older children develop very good skills in preparation for going to school.

## Setting details

<b>Unique reference number</b>	EY484576
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10076377
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Brook House Nursery Ltd
<b>Registered person unique reference number</b>	RP905991
<b>Date of previous inspection</b>	9 May 2016
<b>Telephone number</b>	0208 892 4853

Brook House Nursery originally registered in 1992 and re-registered as a limited company in 2015. The nursery is situated in Twickenham, in the London Borough of Richmond-upon-Thames. The nursery opens from 8am to 6pm each weekday for 51 weeks of the year. The nursery employs 13 staff who work directly with the children. Of these, two are qualified teachers and nine hold appropriate childcare qualifications.

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