

Inspection of Bramblings, Parkgate Day Nursery and Pre school

Station Road, Parkgate, Neston CH64 6QJ

Inspection date: 11 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

This cosy nursery provides a home from home for children. Staff have warm relationships with the children and the atmosphere is bright and happy. Babies are very settled. They enjoy cuddles and comfort, alongside a wide range of interesting activities. They are very confident and growing in independence.

Older children enjoy playing with their room staff, who use children's interests as a starting point for learning. Staff have developed play spaces to provide great learning opportunities. For example, the pre-school children now have access to their own garden, which provides an outdoor classroom for those who like learning outside. They have extensive opportunities to grow a range of vegetables and flowers. Staff encourage children to develop an understanding of where food comes from and how it grows. Toddler-age children have access to numerous opportunities, including a varied range of messy play and toys, to stimulate their imagination.

Children are encouraged to be very independent. Babies feed themselves and have developed good physical skills. Toddler and pre-school children enjoy very social mealtimes. There is a healthy level of chatter and excitement at the interesting and tasty food. Quite young children show high levels of maturity as they serve themselves and demonstrate very good physical and social skills. Children's behaviour is good; they are kind to their friends.

What does the early years setting do well and what does it need to do better?

- The manager and senior staff are committed to continual improvement of the nursery provision. They encourage staff to regularly reflect on what they do and how they teach. They help staff identify where they can be even more effective. Staff undertake their own research and read articles to keep themselves up to date with the latest thinking on ways to teach and care for children.
- Children develop very good communication skills. Even very young children in the baby room have meaningful conversations with staff, sometimes replying through gestures and actions. Routine activities such as mealtimes are turned into social occasions where discussions can take place and understanding is developed.
- Staff strongly encourage children's mathematical development. They regularly use mathematical language throughout the day. Older children confidently count the number of dishes set out in the dining room and make comparisons between amounts on different tables. Activities provided to support the improvement of pre-school children's hand strength, as part of the development of the ability to write, are also used to discuss mathematical concepts of 'full' and 'empty'.
- The staff actively look for ways to develop children's understanding of the world

around them and people, families and communities beyond their own. They broaden children's experiences by providing meals and music which reflects different cultures. The postcard wall provides a starting point for discussions and investigations about many places the children visit when on holiday.

- Parents like the friendly, warm and homely environment. They describe the nursery as fantastic and amazing and the staff as wonderful. They feel staff expand on children's interests and their children come home 'brimming with new facts and ideas'.
- Staff use a range of methods to exchange information with parents about what children do when they are at nursery and how they are developing. However, some parents do not feel they have enough information from staff about how they can support their child's learning at home.
- The manager reviews staff's workload and finds ways to ensure paperwork is effective but also kept to a minimum. Staff have time for administrative tasks during the working day and this is organised so there is no impact on staff's abilities to teach or care for children.
- Staff track children's progress and make plans for how they can support their learning. However, staff do not consistently share information with colleagues robustly enough about children next steps in learning when they move rooms, to ensure everyone is aware of where teaching needs to be targeted in a child's first few weeks in a new room.
- Parents praise staff's support for children with special educational needs and/or disabilities. They feel their children are well supported to fully integrate with the other children. The manager seeks additional funding for adaptations, equipment and staffing where this is required to meet children's needs.

Safeguarding

The arrangements for safeguarding are effective.

The nursery managers and staff have a very clear understanding of their individual responsibility to keep children safe and understand what would constitute a safeguarding concern. They welcome opportunities to work as part of a multidisciplinary team to support families, protect children and provide better outcomes for them. Staff take personal responsibility to read briefings from child protection charities to ensure their awareness is up to date.

What does the setting need to do to improve?

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

- develop further the exchange of information with parents about how they can appropriately support their child's learning at home
- enhance the way information about children's next steps in learning is shared with all staff to help everyone challenge children to the highest level and support

them to make rapid progress.

Setting details

Unique reference number	EY429288
Local authority	Cheshire West and Chester
Inspection number	10062180
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 3
Total number of places	44
Number of children on roll	81
Name of registered person	Jill And Alan Anderton Partnership
Registered person unique reference number	RP900231
Telephone number	0151 336 4426
Date of previous inspection	17 November 2015

Information about this early years setting

Bramblings Parkgate Day Nursery and Pre School registered in 2011. The nursery employs 13 members of childcare staff in addition to the manager. Of these, two hold appropriate early years qualifications at level 5, five at level 3 and two at level 2. The nursery has two additional domestic helpers to prepare food and clean the nursery. It opens Monday to Friday, all year round, except for bank holidays and a period at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Rhodes

Inspection activities

- The inspector held a couple of short meetings with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The manager and the inspector undertook a tour of the nursery where they discussed how the nursery was organised and developments since the last inspection.
- The inspector held discussions with staff, children and parents during the inspection. She also read written testimonials from parents and took account of their views.
- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- A joint observation of an activity was carried out by the inspector and the nursery manager.

We carried out this inspection 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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