

Inspection of Brooksward Day Nursery and Pre School

Brooksward Combined School, Tower Drive, Neath Hill, Milton Keynes MK14 6JZ

Inspection date: 27 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy in this inclusive and welcoming nursery. The atmosphere is vibrant and children are motivated to learn. Children are creative and imaginative. For example, they take pleasure in creating chimneys with various materials. Staff support children's mathematical development effectively across the well-balanced curriculum. Children confidently count, identify shapes and colours, and explore two- and three-dimensional shapes. Children benefit from a good range of physical outdoor play opportunities. They learn to balance on stepping stones, slide, throw balls and construct with large bricks.

Staff individually tailor the settling-in sessions to ensure that children experience a smooth move into nursery and between the playrooms. Staff in baby and toddler rooms place emphasis on the importance of nurturing younger children's emotional development. All children have close relationships with staff and show they are confident to explore the safe and stimulating learning environments. Children behave well. They develop good friendships and are kind and considerate towards each other's feelings. Staff encourage sharing and taking turns, which helps children to develop positive relationships with each other and skills for future learning. Children develop confidence and self-esteem. Staff model good health practices, which includes monitoring younger children's nappy changes. Children enjoy healthy snacks and meals to support their good health. They develop good independence. For instance, they choose resources and cut up their fruit.

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

- The motivated and well-organised manager leads the enthusiastic staff team successfully. They constantly reflect on their practice and have an accurate view of the nursery's strengths and weaknesses. Information received from children, parents and staff contributes positively to this process. Staff demonstrate a strong commitment to improving the quality of care and teaching. The manager observes their teaching practices and organises training to further develop their knowledge and skills. For example, following on from specific baby training, staff created a black and white area of interesting objects and resources. This helps to stimulate babies' vision, their ability to focus their attention and levels of concentration.
- The manager and staff closely monitor children's progress to identify any concerns and to make plans for them to catch up in their learning. They engage effectively with other professionals to provide targeted interventions to meet the needs of children with special educational needs and/or disabilities. Children engage well in a range of activities and are eager to learn. Staff adapt their teaching skills according to children's ages and abilities to help them make good progress. However, occasionally, staff do not give enough consideration to

children who prefer to work at a measured pace.

- Staff work effectively with parents and involve them in their children's education. For example, staff provide ongoing updates of children's progress and ideas to support home learning. Parents are complimentary about the information they receive and the progress children make. They value staff's support with regard to managing children's behaviour.
- Children have some good opportunities to learn about the world in which they live. For example, they observe the different seasons and help to look after the nursery's guinea pigs. However, at times, staff do not extend children's understanding of their uniqueness or help them to recognise similarities and differences between themselves and other people.
- Staff help children to develop good communication and language skills. They model language and introduce new vocabulary for children to hear and repeat. Staff use their voices well to capture children's interest. For example, at story time, children listen attentively and fill in the missing words of a story. Babies mimic the sounds they hear and babble with excitement. This is demonstrated as they eagerly explore spaghetti and cinnamon. Toddlers are keen to join in action songs and rhymes, which also helps to extend their speaking and listening skills. Staff support children who are learning to speak English as an additional language effectively, and encourage parents to share familiar words they use at home to help them to express themselves in the nursery environment.

Safeguarding

The arrangements for safeguarding are effective.

The manager has effective systems for recruitment, induction and ensuring the ongoing suitability of the professional staff team. Staff are suitably deployed. They supervise children well, including at staff lunch breaks, when specific lunchtime supervisors are present. Staff know the signs that indicate a child may be at risk of abuse, neglect or being exposed to extreme behaviours or ideas. They talk confidently about local safeguarding procedures and know the steps to take if they have a concern about a child's welfare. Staff act immediately when concerns arise, which helps to safeguard children. All staff have a good understanding of the procedures to follow if they have concerns about another member of staff's safeguarding practice.

What does the setting need to do to improve?

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

- strengthen the already good quality of teaching even further to allow children uninterrupted time to explore and work at their own pace
- help children to develop a greater understanding of their uniqueness, and support their understanding of similarities and differences between themselves

and others.

Setting details

Unique reference number	EY359706
Local authority	Milton Keynes
Inspection number	10129875
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 8
Total number of places	88
Number of children on roll	100
Name of registered person	Kids Play Ltd
Registered person unique reference number	RP900863
Telephone number	01908 607608
Date of previous inspection	19 March 2018

Information about this early years setting

Brooksward Day Nursery and Pre School registered in 2007. The nursery employs 13 members of childcare staff, nine of whom hold childcare qualifications at level 2 to level 6. In addition, there are five lunchtime supervisors and bank staff. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. There is an after-school club for children who attend Brooksward School. This operates from 3.30pm to 6pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kim Mundy

Inspection activities

- The inspector and the manager completed a learning walk to identify how the manager plans and implements her educational provision.
- Discussions were held with the manager, staff and children at appropriate times throughout the inspection.
- The inspector observed and evaluated an activity with the manager.
- The manager, staff and inspector discussed children's progress and sampled documentation.
- The inspector took account of the views of parents.

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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