

Inspection of Brock House Day Nursery

Brock House Day Nursery Ltd, Vilberie Close, Norton Fitzwarren, TAUNTON,
Somerset TA2 6RS

Inspection date: 11 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Warm and affectionate staff support children to settle extremely well into the nurturing nursery environment. The key-person system works exceptionally well and children form very strong attachments with familiar staff, who know them exceedingly well. Staff take time to get to know the children, for example when they attend stay and play sessions. They support children very successfully as they move between rooms. Children do this at their own pace as they gain confidence and feel safe. This supports their emotional well-being extremely well. Children feel very secure in their relationships. For example, babies confidently engage with unfamiliar adults to play a game of peekaboo, knowing that their key person is close by.

Staff provide a well-planned curriculum that motivates children to learn. Children show sustained interest in their chosen play and a positive attitude to learning. For example, toddlers keenly complete puzzles and repeat their movements to challenge themselves further. Babies show great curiosity in the song box and thrive in the responsibility of choosing which song to sing. They participate enthusiastically, swaying to the rhythm while holding their chosen object. Older children persevere well and show high levels of independence. They choose which resources to use in their designs and make decisions on how to piece them together. They persevere to find the end of the tape and use scissors safely to cut the tape to the right length. Children play nicely together and show each other great kindness, such as offering to get their friend a piece of paper when they get theirs.

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

- Staff use their knowledge of children, including their interests and next steps in learning, well to provide a personal plan to support their learning. They provide a broad range of well-focused experiences across the curriculum. Staff provide opportunities for children to consolidate their learning. After exploring the sounds of different instruments, staff encourage children to listen to the instruments they have hidden and identify them by their sound. However, the size of some group activities and the noise level within the room does not encourage all older children's engagement.
- Babies enjoy good opportunities to develop their sensory awareness. For example, they keenly explore slices of fruit in their water play. Staff provide good narrative to children's actions, helping them to build their communication and language skills. However, staff do not provide older and more able babies with the resources to challenge their learning even further.
- Children with special educational needs and/or disabilities (SEND) make good progress from their starting points. Staff use personal plans well to focus intently

on how best to support children's learning. There is very good partnership working to ensure continuity in children's care, learning and development.

- Staff work closely with parents to ensure they meet children's care needs wholeheartedly. Parents are actively involved in their children's learning. Staff keep them well informed of their children's progress and there are daily updates so that they are fully aware of their children's learning experiences. Parents provide 'wow' moments for staff to celebrate with children. Staff share next steps in learning and provide ideas of how to support these at home. Staff listen to feedback from parents, such as providing more in-depth tips on how to support readiness for school.
- Familiar routines help children gain good independence in readiness for school. Older children confidently pour drinks and get themselves ready for outdoor play. Staff encourage even the youngest children to help tidy away and they do so willingly, receiving praise for their attempts, which helps build very high levels of self-esteem.
- Children behave very well and understand behavioural expectations. Staff are excellent at supporting children to build friendships and label their feelings to help them begin to resolve minor conflicts.
- The passionate and dedicated leaders support their staff well to develop their professional skills. They evaluate their provision well and endeavour to provide an environment where children feel safe and emotionally well supported so that they can learn. They have identified ways forward, such as developing the garden for those who learn better outside, and initiating yoga sessions to support children's mindfulness.

Safeguarding

The arrangements for safeguarding are effective.

Knowledgeable leaders ensure all staff understand and implement robust policies and procedures to keep children safe. For example, there are effective systems to take and use photographs according to parents' wishes, as well as for the safe storage of information. Leaders use robust systems to ensure the suitability of the staff. There is good security at the nursery and staff ensure known and authorised adults collect children. Leaders monitor children's attendance successfully and follow up on any absences to protect children even further. Leaders, managers and staff all have good knowledge of their roles and responsibilities to report any concerns about a child's welfare.

What does the setting need to do to improve?

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

- review the organisation of group times to ensure noise levels within the room and the size of the group do not distract older children from their focused

learning

- make better use of planned activities to challenge older and more able babies.

Setting details

Unique reference number	EY464738
Local authority	Somerset
Inspection number	10125882
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	60
Number of children on roll	132
Name of registered person	Brock House Day Nursery Limited
Registered person unique reference number	RP907640
Telephone number	01823251257
Date of previous inspection	20 January 2014

Information about this early years setting

Brock House Day Nursery is a privately owned nursery, which originally opened in 2008 and re-registered in 2013. It is situated in Norton Fitzwarren, Somerset. The nursery is open from 8am until 5.45pm all year round. The nursery receives funding for the provision of free early education for children aged two, three and four years old. The nursery employs 24 staff. One member of staff holds qualified teacher status, two hold early years qualifications at level 6, one holds an early years qualification at level 5, two at level 4, 14 at level 3 and three at level 2.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- A learning walk was conducted with the leadership team to discuss the curriculum and the organisation of the environment.
- Two joint observations were conducted, one with the lead teacher and the other with the leadership team. This led to discussions about how staff's professional development is supported.
- The inspector observed the staff's interactions with the children as they played inside and outside and discussed children's learning.
- The inspector held a leadership and management meeting with the leadership team to discuss staff suitability arrangements, safeguarding practice and self-evaluation.
- The inspector observed relevant documentation.

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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