

# Inspection of The Brambles Day Nursery

Pen Elm Hill, Pen Elm, Taunton TA2 6PE

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Inspection date: 1 June 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

All children demonstrate that they are remarkably settled and confident in their surroundings. Staff highly value each child as an individual and adapt their care and teaching to meet children's individual needs. They interact with children in a very warm, respectful manner. As a result, children form exceedingly strong bonds with staff.

Staff have exceptionally high expectations of all children. They place a high emphasis on supporting all children to develop outstanding independence skills. For example, younger children smile with delight as they help carry a paddling pool to the garden. Older children show excellent perseverance as they put on their own socks and get themselves ready for forest school.

Children's behaviour is exemplary. Staff promote positive behaviour exceptionally well and use strategies which have a significant impact on children's emotional well-being. Children independently share, help each other with tasks and build a strong sense of their own feelings and emotions. For instance, children engage in conversations together about how they are feeling and point to the display about different emotions to help them make connections.

Due to the COVID-19 (coronavirus) pandemic, parents are not allowed into the setting. However, staff ensure that parents are still given an in-depth handover and key information has been moved to where parents can easily access it without coming into the nursery.

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

- The curriculum is inspiring, ambitious and well planned to meet children's interests and individual needs. For example, older children have been learning about the world around them. Children are able to locate different countries on a world map and recognise different flags. Staff adapt their excellent teaching skills to support all children. They help children to find certain countries by sounding out the first letter of the country. Children thoroughly enjoy exploring and learning about currencies from different countries.
- Outdoor learning is given extremely high priority for all children. The outdoor learning environment is stimulating and interesting. Older children eagerly take part in forest school sessions in the woodland garden. They comment 'I love forest school'. Staff expertly promote mathematics as children are given a numbered pebble and log. Children work together to order these in a line and then find hidden gems in the woodland to match the numbers. Children are able to recognise and order numbers up to 19.
- Staff promote children's communication and language development at every

opportunity. They place a high emphasis on ensuring that all children hear a rich vocabulary of words and give children clear explanations to help them understand new words. For instance, as babies explore bugs, they learn about millipedes and centipedes. Older children learn about fossils as they talk about a recent trip to the beach.

- The managers lead their team with enthusiasm and are passionate about providing children and their families with the highest possible outcomes. They foster a culture of reflective practice among the staff and monitor staff's practice exceptionally well to maintain outstanding levels of teaching. For example, managers gently give staff constructive feedback on their teaching to extend their practice even further. Self-evaluation processes are highly accurate, which leaders use well to continually focus on improving outcomes for children. For example, staff are developing an area outdoors to give all children the experience of growing their own fruit and vegetables.
- Partnerships with parents, professionals, local schools and other settings that children attend are exceptional. Parents comment that the nursery offers a wonderfully loving, caring and personalised approach. Staff have developed excellent partnerships with local schools. For instance, they have worked extremely hard to contact all schools that children will be attending. Staff collated information and hosted an online session for parents to inform them of ways they can support their child before starting school.
- The managers and staff closely track children's progress through highly effective observations and assessments. These clearly show children's progress and areas for further development. All staff take prompt and effective action to support children with special educational needs and/or disabilities. As a result, all children are making excellent progress and are extremely well prepared for the next stage in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

All staff place children's safety and welfare at the centre of their practice. They have an excellent knowledge and understanding of the procedures to follow should they have concerns regarding a child's well-being. Managers provide robust training, support and updates to ensure all staff are fully aware of their safeguarding responsibilities, including what to do if they are concerned about the practice of another member of staff. Recruitment and induction procedures are extremely robust, which leaders implement well to ensure they employ the most suitable staff. There is a high ratio of staff to children, and staff supervise children extremely well at all times.

## Setting details

<b>Unique reference number</b>	EY553802
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10175025
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Laura Davies And Amy Rowe Partnership
<b>Registered person unique reference number</b>	RP553801
<b>Telephone number</b>	07771393300
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Brambles Day Nursery registered in 2018 and is located in Pen Elm, just outside Taunton. It is open between 7.45am and 6pm, Monday to Friday, for 51 weeks of the year. The nursery has two managers. Of these, one is qualified to level 5 and one holds an early years qualification at level 3. In total there are 15 staff members. Of these, two hold qualifications at level 6, two hold level 4, seven hold level 3 and two hold level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Kelly Sunderland

## Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the interactions between the staff and children during activities and assessed the impact these have on children's learning.
- One of the nursery managers and the inspector completed a learning walk and discussed how the nursery delivers its curriculum.
- A joint observation of a planned adult-led activity was completed by the inspector and one of the nursery managers.
- The inspector read written feedback from parents. She also spoke to a number of parents during the inspection and took account of their views.
- The inspector sampled relevant documentation, including public liability insurance, evidence relating to staff suitability checks and first-aid certificates.

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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