

Inspection of Brookhill Children's Centre Creche

Brookhill Childrens & Community Centre, 130 Brookhill Road, London, Kent SE18
6UZ

Inspection date: 17 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The new management team are committed to providing high-quality care and education. They work closely with parents and other agencies to identify children's individual needs and help them settle quickly. The managers have adapted arrival and collection times with families following the COVID-19 (coronavirus) pandemic restrictions. They have carefully planned hand over sessions as parents are unable to enter the building. As a result, children arrive happy and eager to learn. Children follow the safety processes put in place. For instance, young children follow handwashing rules and independently find their pegs and hang up their bags and coats. Staff have high expectations for what children can achieve in the setting. They observe children and follow their interests. Staff maximise learning opportunities in all weathers, which captures children's attention and builds on their learning. For example, staff discuss the sound of thunder and encourage children to listen intently outside. Children are captivated as they catch rain in their hands and containers. Staff discuss the changes rain makes to the environment with children. This helps build on their language skills. Children's behaviour is good. They listen and respond to instructions given verbally or through the visual timetable. Staff are supported well in their roles. Although managers have not provided some specialist training as quickly as they could. This would raise the quality of teaching and learning even further.

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

- Staff know what their key children need to learn next and plan activities to support their learning. They focus on providing activities to help young children develop their social skills and vocabulary. For instance, during snack time children choose their fruit as staff talk about the benefits of making healthy choices. As a result, children have a good understanding of how to keep healthy.
- The new management team provide staff with a good level of support. They use room observations, team meetings and supervision to identify areas of development. Staff are confident about sharing suggestions regarding their professional development. Managers identify training needs to help raise the quality of practice. However, some staff would benefit from specialist training to further raise the quality of their practice.
- Staff work well with other professionals, such as speech and language therapists and health visitors, to provide appropriate support for children, including children with special educational needs and/or disabilities. They use additional funding successfully to support individual children's developmental needs. For example, staff have created a sensory room to enable children to receive one-to-one sessions that focus on supporting their individual next steps. As a result, children make good progress from their starting points.
- Staff teach children about life cycles through practical experiences. Children

enjoy digging and planting which helps build on their motor skills. They plant seeds and take them home to extend the learning. Older children delight in retelling their experience when they point at photographs. This helps children understand how things grow.

- Children move freely between the inside and outside area, which provides them with regular access to learn in the fresh air. Staff are developing the outside space to help children to keep active. Children skilfully ride bikes and use the climbing bridge. They enjoy opportunities to use the parachute and listen well. Their behaviour is good. For instance, children follow adult instructions and run around and under the parachute. This helps children develop their concentration and physical skills.
- Staff use strategies, such as musical instruments and props, that help children respond to questions in ways that support them to develop their ideas and thoughts. For example, they ask the children to name the animal they are holding before they sing the next part of the song. However, staff do not always allow time for quieter children to respond to questions during smaller group times.
- Parents speak very highly of the provision. They feel that they have been given detailed information about their children's progress. They receive regular information and resources to help them extend their child's learning at home. For example, they receive educational bags for home learning. During the pandemic, parents have appreciated the food parcels, telephone calls and special sessions on zoom. This has helped to improve families' well-being and provide ongoing home learning.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a secure understanding of how to keep children safe. All staff have completed relevant safeguarding training. Staff know how to report concerns about a child's welfare. In addition, staff know what to do if they are concerned a child is being exposed to radical and extreme views. Whistle-blowing procedures are well understood by all staff. Managers follow safer recruitment and induction processes to help keep children safe. Staff complete daily checks and risk assessment to ensure the premises and outdoor area are safe and secure.

What does the setting need to do to improve?

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

- provide even greater focus on giving time for all children to respond to questions during group activities
- maximise arrangements for staff to access wider professional development

opportunities.

Setting details

Unique reference number	EY555509
Local authority	Greenwich
Inspection number	10174397
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	16
Name of registered person	Home-Start Greenwich
Registered person unique reference number	RP548809
Telephone number	020 8319 5320
Date of previous inspection	Not applicable

Information about this early years setting

Brookhill Children's Centre Creche registered in 2018. The creche employs six members of childcare staff. The manager holds a level 6 years professional status, and five members of staff hold appropriate early years qualifications at level 3. The creche opens Monday to Friday from 9.30am to 12.30pm term time only. The creche receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the senior team. They viewed all the areas used for childcare. They considered how the creche organises and implements the curriculum to meet the needs of the children attending.
- Parents shared their views with the inspector about the quality of provision for their children.
- Children spoke to the inspector about their play and interests.
- Discussions were held throughout the inspection with the manager and staff.
- The inspector viewed relevant documentation, including policies and staff suitability documents.

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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