

Inspection of Bramblewood Day Nursery

44 Alexandra Road, Swadlincote, Derbyshire DE11 9AZ

Inspection date:

11 August 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settle well. They smile, laugh and giggle while they play alongside other children. Children have strong relationships with staff and show they feel safe and comfortable as they sit on staff members' knees for comfort when they are upset.

Babies enthusiastically take part in singing time. They shake the musical instruments along with the beat of the music, and babble along to nursery rhymes. Children use their imagination as they play with a range of natural and real objects that staff have recently introduced to the setting. In the café area, for example, children serve food to their friends from real packaging. Children engage in activities using different textures and materials at the setting, for example, they make marks in flour with their hands and paint with brushes on cling film. However, although children initially show enthusiasm for the activities, they sometimes lose concentration and disengage easily due to the lack of support from staff.

Children respond well to the quiet, calm approach within the nursery. Children behave well and know what is expected regarding their behaviour. Children show high levels of care and consideration for their friends. For example, children help their friends to search for lost belongings.

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

- Managers liaise with a range of professionals to work together to support the needs of children. They share useful information with schools to support transitions for children.
- Managers make effective use of the progress check for children between the ages of two and three years. They share information with parents and are proactive in involving partner agencies to identify any gaps and gain appropriate support for children.
- Staff make good use of training completed around managing children's behaviour and promoting their emotional well-being. Baby room staff skilfully manage younger children's frustrations before they escalate. Staff reflect on how they manage noise levels, group sizes and their level and tone of voice, as learned from the training, to ensure children feel comfortable to participate in all activities.
- Staff know that some children do not have opportunities to visit their local area. They take children on a variety of visits, including local walks, forest school sessions and to local shops such as the pet shop. This helps to contribute towards children's developing understanding of their community and the environment.

- Managers work well with their team and offer support when it is needed to help improve staff members' health and well-being. This contributes to the pleasant, calm and welcoming atmosphere that children experience. Managers carry out regular supervision and observe staff practice, however, they do not always identify where staff need to improve their knowledge, skills and understanding of how to support children's learning.
- Parents are very positive about the nursery. They talk about how welcoming the staff are and how they have good relationships with them. Parents are happy with the information they receive about what their child has been doing and how they are developing. Parents provide a list of celebrations from home and talk about how staff use the information, for example, a child made a birthday card for one of their family.
- The staff support children's understanding of a healthy lifestyle. Children eat healthy foods, including a variety of fruits. Drinking water is available at all times and staff talk to children about why it is important to drink water and stay healthy and hydrated. Children pour themselves drinks throughout the session.
- The staff plan various play opportunities for children. However, staff, sometimes, observe children rather than support their learning. For example, children are keen to join in with an activity where they observe and copy staff as they pretend to be robots. Children develop their physical skills including running on the spot and star jumps. However, as the activity continues, some staff take on a supervisory role and children become disengaged due to the lack of support.
- The curriculum is not ambitious enough. The planning of activities focuses on the skills staff want children to learn but not always the knowledge and understanding they want them to develop.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound knowledge of how to keep children safe and how to identify the signs of abuse. They understand the procedures to follow to report child protection concerns. Staff are familiar with the procedures to follow to report any allegations against colleagues. The systems to monitor the arrival and collection of children and visitors to the premises are robust. Managers have achieved the maximum score in relation to food hygiene procedures to promote children's health with regards to the preparation of food.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

ensure that the curriculum identifies the knowledge and understanding you want children to learn and provides appropriate challenge to help children to make good or better progress	06/10/2021
ensure that staff provide consistent support for learning that helps all children to build on their existing knowledge and skills	06/10/2021
improve the monitoring of staff practice to identify where they can improve their knowledge, skills and understanding and provide appropriate support so that they consistently offer quality learning and development experiences for children.	06/10/2021

Setting details

Unique reference number	2510097
Local authority	Derbyshire
Inspection number	10191661
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 at time of inspection	0 to 8
Total number of places	41
Number of children on roll	90
Name of registered person	Bramble Wood Day Nursery Ltd
Registered person unique reference number	2510096
Telephone number	07368499635
Date of previous inspection	Not applicable

Information about this early years setting

Bramblewood Day Nursery registered in 2019. The nursery employs 12 members of childcare staff, of these one holds an early years qualification at level 4, five at level 3 and two at level 2. The nursery is open from 7am to 5.30pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marie Townrow

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 deputy manager and inspector completed a learning walk and discussed the early years curriculum.
- The inspector held meetings with the manager and deputy manager.
- The inspector carried out joint observations of staff practice with the deputy manager.
- Children and staff spoke to the inspector during the inspection.
- The inspector reviewed documentation including staff suitability information, training certificates and policies.
- The inspector spoke to parents to gather their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021