

# Inspection of Brookside Nursery

Brooks Road, Street, Somerset BA16 0PR

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Inspection date: 20 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children arrive happy and eager to engage in the exciting activities. Babies explore using all their senses, showing wonder and intrigue. For example, they are fascinated by noises and lights flashing when they press buttons. Staff involve older children well in being observant, talking about their environment and finding solutions to problems. For example, children safely climb to get a different perspective and notice some toys on the roof. They make suggestions as to how they got there and what they could do to get them down.

Children are confident communicators. All children develop a love of books which staff use well to extend and reinforce children's language skills. Staff use sign language and visual aids to assist babies' understanding, who follow instructions positively. Good observation enables staff to know when to let children lead and explore their own ideas and when to interact to move their learning on. For example, children collect stones to make two different sized buckets balance. Staff give children plenty of time to notice what effect this has. Children come up with their own solutions and find out if they work through trial and error.

Parents no longer enter the nursery as they would have done before the COVID-19 pandemic. However, they have daily opportunities to speak to staff at the door and share information through technology.

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

- Children make good progress, preparing them well for their next stage of development and school. Staff know the children well and are very confident about why they have planned activities and what the learning intentions are. They ensure they have resources and activities available to engage children's interest and challenge them. Staff successfully help children to make links in their play, to revisit and remember their learning. For example, children recall the animals in their story of the week and act out their movements in the dance studio. However, occasionally staff leave out resources that distract babies' attention when they are trying to concentrate on adult-led activities.
- Children's behaviour is exemplary. They eagerly take part in a daily activity that focuses their concentration and listening skills exceptionally well. Children are extremely resilient and persevere with tasks because they want to achieve. They consider different ways to resolve a problem through high levels of curiosity. Children are extremely confident and have excellent positive relationships. Staff provide highly sensitive support, so that even the shyest children want to have a go in whole group activities. There is a strong culture of respect for each other, themselves, and the environment. Children make exceptional use of the opportunities open to them.

- Children have daily opportunities to be active, inside and outside. Snack and lunchtime are social occasions and children learn to make healthy choices. Staff provide just the right amount of support for children to manage new skills and be independent. For example, they demonstrate how to put their coat on, giving clear explanations, which children copy.
- The partnership with parents is good and ensures staff meet children's needs effectively. Through daily discussions, parents know what their children are achieving and work with staff successfully to support children's independence, such as potty training. However, parents are less aware of their children's individual next stages of development. The nursery special educational needs coordinator has very good support within the school and close links with outside agencies. These effective partnerships guarantee children are monitored, have targets that staff implement and they make the best progress they can.
- Staff confirm that the strong management team provide good support for their professional development, quality of teaching and welfare. The headteacher and head of early years make observations in the nursery and recognise the impact staff have on children's future development. Staff feel valued members of the whole school. The leadership and management team evaluate the provision well, including seeking parents' and staff's views, to make ongoing improvements. For example, recently they have introduced a new way of communicating with parents and, although this is still being embedded, it is already showing positive outcomes.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have annual training in child protection. They have a good understanding of how to identify if children are at risk of harm and what to do if they have concerns. They are supported by a designated safeguarding team, led by the headteacher. Children are safe and secure in the nursery. Staff provide good supervision and enable children to manage risks for themselves to challenge their development. For example, older children have a go at trying to bang plastic nails into a cardboard box, recognising the hazards involved and how to manage them. Babies know to hold onto the sides as they confidently climb the steps and go down the small slide.

## What does the setting need to do to improve?

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

- minimise distractions to help babies focus fully during adult-led activities
- extend the information for parents on their children's next stages of development to better support learning at home.

## Setting details

<b>Unique reference number</b>	EY368874
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10125857
<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>	1 to 2
<b>Total number of places</b>	18
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Brookside Community Primary School Academy Trust
<b>Registered person unique reference number</b>	RP534892
<b>Telephone number</b>	01458 443340
<b>Date of previous inspection</b>	13 September 2012

## Information about this early years setting

Brookside Nursery registered in 2008 and is operated by Brookside Academy Trust, situated at Brookside Primary School in Street, Somerset. The nursery provides care for children aged 0 to 3 years but is situated within the Academy's Early Years Foundation Stage. It opens Monday to Friday 7.30am to 6pm, all year. The nursery receives funding to provide free early education for two-year-old children. The management and leadership team employ 13 members of staff, of these, two hold an appropriate early years qualification at degree level and one at level 5. Ten members of staff hold an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Elaine Douglas

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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.
- One of the nursery supervisors led the inspector on a learning walk of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with staff at convenient times and held a meeting with the school and nursery special educational needs coordinators .
- The inspector assessed the safety of the nursery and staff's safeguarding knowledge.
- The inspector observed activities and the quality of teaching inside and outside and carried out a joint observation with the head of early years.
- The inspector spoke with parents and took account of their views.
- The leadership team held a meeting with the inspector and discussed the management of the nursery.

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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