

Inspection of Branston Community Academy Day Nursery

Station Road, Branston, Lincoln LN4 1LH

Inspection date: 2 February 2022

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

The provision is good

Children are safe and secure at the homely environment created by staff. They develop close relationships with all staff, happily seeking a reassuring cuddle and asking staff for help when needed. This has a positive impact on children's emotional development and well-being. Children foster firm friendships with each other from a young age. Staff teach children to be respectful and share. During a circle time game of 'Stop, stop, go', staff praise the children. Children cheer and congratulate their peers, making sure everyone has the opportunity to race staff around the circle. Children are highly engaged and motivated, laughing as they tell staff they couldn't catch them as they 'Have fast shoes'.

Children are confident in sharing their ideas and making choices in their play. They listen intently to staff reading traditional tales, such as 'The Three Little Pigs'. Children enjoy retelling the story using puppets and familiar phrases they have learned. They demonstrate their keen imagination as they add new ideas to the story. For instance, children wrap silver card around the pig puppets and excitedly declare, 'Look, pigs in blankets'.

Children adhere to staff's high behavioural expectations. They understand the consistent boundaries in place. Children remind each other of the setting's, 'Golden rules', including using kind words. Children are independent and eager to try things for themselves. They serve their own roast dinner, showing an understanding of healthy food choices by making sure they have enough vegetables.

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

- Staff know all the children well. They understand children's individual learning and development needs. Staff observe the children throughout the day, accurately assessing what they need to learn next. They quickly identify when children may need additional support, including those children with special educational needs and/or disabilities (SEND). Staff put strategies in place to close any gaps in children's learning.
- Staff show particular dedication when supporting children with SEND. They encourage children to understand and help with others' care requirements. This supports all children to feel included, and helps children value what makes them unique.
- Staff organise the environment to make the most of child-led play. This helps children build on what they already know and can do. Staff plan to capture children's attention through their interests. In the baby room, staff encourage children to play hide and seek. They use different objects in the sand, after enjoying this game outside. Children develop their large motor skills as they use a variety of different tools to dig, pat down, and cover objects in the sand. Staff

support the children to learn new phrases, including 'there you are', when finding the hidden object.

- Staff use high-quality interactions and questioning that support children to develop their communication skills. They encourage conversations about what children create while using play dough. Children improve their hand muscles as they manipulate the dough. They readily discuss the pretend pizza they have made, and the different flavours they have added. Occasionally, however, some adult-led activities are not fully adapted for different children's abilities. Therefore, some children, who need more challenge, become distracted during the activity.
- Staff praise children for their independence. Children wash and dry their own hands, putting the paper towel in the bin without support. Staff teach children to respect each other. Very young children pass the cups out at snack time, receiving a warm 'thank you' from their friends. Children understand and follow most of the daily routines. However, at times, staff do not prepare them well enough for what is about to happen next. Consequently, some transitions throughout the day lack purpose.
- Staff offer a broad range of experiences for children. Children learn about the world around them, including different cultures. They experience opportunities they may not get elsewhere. For example, staff motivate children to share their knowledge of Chinese New Year, while tasting new foods. Children discover instruments from different countries, including playing the didgeridoo while learning about Australia.
- Leaders and managers are passionate about high-quality training for staff. They support staff to undertake training linked to the areas for improvement in the setting. For example, staff recently completed messy play training. This supports them to plan engaging activities, to help develop children's creativity. Leaders meet with staff regularly about their professional development needs. They ensure any support staff require is in place. Staff meet every half term to evaluate the daily experience of children in the setting, and the impact any changes have had.
- Staff work closely with parents and carers on all aspects of children's learning and care, including toilet training. They share ideas with parents to consistently support children's development, and areas of learning at home. Staff provide a thorough settling-in process. Parents say, 'Nothing is ever too much trouble'.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have a secure understanding of their responsibilities in keeping children safe. Safeguarding policies and procedures are kept up to date. The site is secure and has clear visitor procedures. Staff check the environment regularly to ensure it is a safe place for children to play. Staff and leaders know the families and children well. They demonstrate a good understanding of the signs and symptoms a child may be at risk of harm. They are confident in reporting, and escalating, any concerns to the relevant outside agencies. Leaders have a robust

recruitment procedure in place. They continuously monitor the suitability of all staff.

What does the setting need to do to improve?

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

- strengthen daily routines to further develop children's understanding of staff's expectations, reducing the amount of time children spend unoccupied
- differentiate further when planning adult-led activities, ensuring they provide enough challenge for children, and fully support all children's developmental needs.

Setting details

Unique reference number	253726
Local authority	Lincolnshire
Inspection number	10136953
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	55
Name of registered person	Branston Academy Trust
Registered person unique reference number	RP517306
Telephone number	01522 880420
Date of previous inspection	11 December 2019

Information about this early years setting

Branston Community Academy Day Nursery, Branston opened in 1990 and re-registered in 1999. It is run by the governors of the Branston Community Academy Trust. The nursery employs 14 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including one who holds an honours degree in early years childhood studies. The nursery opens from Monday to Friday all year round, except for bank holidays and for one week at Christmas. Sessions are from 7.45am until 5.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The inspector observed staff and children of all ages through the setting, assessing the quality of education and the impact on children's learning and development.
- Leaders spoke with the inspector regularly during the inspection.
- The inspector spoke to a range of parents and took their views into account.
- The inspector and manager observed and evaluated an activity.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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