

# Inspection of Brookhill House Day Nursery

19 Brookhill Street, Stapleford, Nottingham, Nottinghamshire NG9 7BQ

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Inspection date: 2 March 2022

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

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

### **The provision requires improvement**

Children's safety is not always given the highest priority by some staff. For example, risk assessments are not consistently and swiftly implemented by staff. Some staff do not support children to identify and manage risk for themselves, such as when using large play equipment. When a child walks up a slide rather than using the ladder to safely climb up, staff fail to support the child to use the equipment in a safe way. Children do not understand that they could slip and fall due to the slide being wet. Despite this, children enjoy being active in the garden in all weathers. They develop their physical skills, confidence and resilience as staff support them to walk along a rope bridge and use tyre swings.

Children confidently separate from their parents at the door. Photos of younger children are displayed on their coat pegs. Children find where to hang their own bags and coats by finding a picture of themselves. Pre-school children show pride in their achievements. They eagerly show the inspector their artwork which is displayed on the wall in their room. Children tell the inspector that they enjoy attending the nursery and they have lots of friends to play with. Toddlers and pre-school children behave well. They listen and respond to instructions from staff. They help to tidy away toys that they have finished playing with and eagerly help staff to sweep up after messy play.

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

- The manager is quick to respond and rectify potential hazards when she sees a risk, such as toys on the floor that could cause children or staff to trip over. However, staff in the rooms fail to identify and address such risks as quickly as they should. Furthermore, toddlers are not consistently supported to learn how to handle equipment such as safety scissors with care. This could compromise their future safety.
- Staff know the children in their care well. They use information gained from their observations of children to plan experiences that help to build on what children already know and can do. Parents speak positively about the care that their children receive at the nursery. Staff ensure that they are kept informed about their child's day by having conversations with them at drop-off and collection times. However, children's next steps in learning are not shared effectively with parents to enable them to extend children's learning at home.
- Staff working with babies and toddlers regularly sing songs with them. Babies join in with actions, and toddlers sing the words to familiar songs. Pre-school children are developing an interest in books. Staff encourage them to say the missing words when they tell them familiar stories. However, some staff ask children questions but do not allow the children enough time to think and respond. This does not support children to share their ideas and thoughts.

- The manager and staff have designed a curriculum that supports children to develop the skills and knowledge that they will need for their eventual move to school. Children of all ages register their own attendance at the nursery. Toddlers find their photo, which also has their name written on it to support early literacy. Pre-school children find a card with their name written on it.
- Children are developing independence skills from a young age. Babies are learning to feed themselves and to clean their own hands and face with a flannel after eating. Toddlers and pre-school children confidently use the toilet by themselves and dress for outdoor play.
- Toddlers and pre-school children play cooperatively with their friends. They are learning to share and take turns. With support from staff, toddlers give up the bikes that they are playing on so their friend can have a ride. Pre-school children share role-play tools and work together to 'fix and mend' toys in the nursery.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff take swift action where there are concerns about a child's development. They work in partnership with parents and other professionals involved with the children to plan targeted interventions. Parents of children with SEND comment that the staff have made referrals. They ensure that the support that their child and their family needs is in place.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a sound understanding of the signs and symptoms of abuse. They know how to record and report any child protection concerns. This includes reporting concerns about the conduct or suitability of another member of staff. The provider ensures that staff undergo suitability checks as part of their recruitment process. Staff ensure that the nursery is secure. There are passwords in place for the collection of children. Should someone turn up to collect a child who is not expected, even if they have the password, staff call the child's parents or carers to gain permission to send the children with them.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure that staff consistently understand how to implement risk assessments	31/03/2022
ensure that staff provide children with explanations and support to help their understanding of potential hazards, so that they learn to keep themselves safe.	31/03/2022

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

- improve the information shared with parents, to enable them to promote their children's learning and development at home
- support staff to engage children more effectively in conversations and help children to express their ideas.

## Setting details

<b>Unique reference number</b>	253146
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10225842
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	70
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Cared 4 Limited
<b>Registered person unique reference number</b>	RP909645
<b>Telephone number</b>	0115 849 2304
<b>Date of previous inspection</b>	12 December 2017

## Information about this early years setting

Brookhill House Day Nursery registered in 1989 and is located in Stapleford, Nottinghamshire. The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, two hold early years qualifications at level 5, and two hold qualifications at level 6. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Teresa Lester

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and provider and has taken that into account in their evaluation of the nursery.
- The manager and the deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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