

Inspection of Brambly Hedge Private Day Nursery

Three Lane Ends Business Centre, Methley Road, Castleford WF10 1PN

Inspection date: 12 April 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enthusiastically enter the setting and quickly settle into their chosen play. They independently access resources and thoughtfully planned activities. Children form strong attachments with staff and benefit from nurturing and calm interactions. They look to staff for reassurance and cuddles, which they receive in abundance. This supports their emotional well-being.

Staff recognise the impact of COVID-19 on children's learning. They work hard to ensure they support children to reach their full potential and to catch up in all areas of their development. Staff aim to incorporate children's interests when planning their activities. This helps to engage children and encourages them to take part in a wide range of learning opportunities. Accurate assessments ensure staff tailor children's learning and care to their individual needs.

Children behave well. They are learning to share and take turns. Children play alongside their friends creating afternoon tea. They patiently wait to use the sugar and pour drinks. Children are encouraged to use good manners as staff act as positive role models. Staff are polite and respectful in their interactions with children as they ask kindly if they can change their nappies.

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

- Mathematical development is strongly promoted throughout the setting. Younger children have the opportunity to count as they sing counting songs. Older children are able to hide numbers and recognise the ones which are missing. Mathematical language is consistently promoted during play. Staff support children to compare sizes, discuss water dispersal and measure rainfall.
- Children's independence is promoted well. Even the youngest children are assisted to serve their own lunch and pour drinks. They wash their hands and access the toilet with the required support. Children are confident to approach staff for help if needed. Staff offer praise for their accomplishments, and this raises children's self-esteem.
- Staff have a clear intent about what they want children to learn. They provide appropriate activities to support identified needs. Staff know children's next steps and monitor their progress from their starting points. Staff are able to focus on areas to develop as a result of accurate assessments. They have a targeted approach to ensure children can catch up in their learning and development.
- Children's language is promoted well, as staff provide a constant dialogue. Staff model good language and encourage discussion about children's home lives. They recall previous experiences at nursery and allow children to control the direction of the conversation. However, staff do not, on every occasion, remove

children's dummies. Although they understand the negative impact on children's developing communication, they allow children to use them as they play.

- There is a strong emphasis placed on developing children's imagination. Children work together as they make a pretend campfire, inviting staff into their play. They extend their own learning as they creatively make a campsite and talk about toasting marshmallows.
- Children have access to a range of activities which show food in their natural forms, as well as tinned products. Children are encouraged to smell the fruits and vegetables and to help peel them. However, during these activities, staff do not naturally enter into conversation about the benefits of healthy eating. They do not extend children's awareness of healthy choices.
- Children have opportunities to promote their physical development and their fine and gross motor skills. They skilfully use water dispensers, turning the taps to access water. They pass balls to their friends and do their morning exercises. However, babies do not have the opportunity to move independently at all times. Although resources are available for children to support themselves and move around the room, these are not brought out in recognition of the child's next steps.
- Parents express satisfaction with the care and learning provided at the setting. They appreciate the good level of communication and know about what their child is doing on a daily basis.
- Managers support staff to ensure their training and knowledge is up to date. Staff feel that their well-being is supported and this has a positive impact on their work. They are extremely reflective about their practice and the learning environment for children. Changes ensure that children's learning is promoted at all times.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a thorough understanding of safeguarding. They are aware of their responsibilities to keep children safe and the procedures to follow should they have concerns. Staff have also undertaken training in the wider aspects of safeguarding, such as female genital mutilation and the 'Prevent' duty. Managers ensure safer recruitment practices are followed to check that only suitable people are working with children.

What does the setting need to do to improve?

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

- increase the monitoring of the use of dummies, to maximise children's language development
- consider ways of providing more opportunities for the babies to move

independently around the room

- extend children's understanding of how healthy eating habits contribute to their overall health.

Setting details

Unique reference number	322070
Local authority	Wakefield
Inspection number	10236838
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 9
Total number of places	132
Number of children on roll	199
Name of registered person	Brambly Hedge Day Nursery Limited
Registered person unique reference number	RP535285
Telephone number	01977 604603
Date of previous inspection	10 January 2017

Information about this early years setting

Brambly Hedge Private Day Nursery registered in 1995 and is situated in Castleford. The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round, except one week at Christmas. 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

Dawn Woodhouse-Wykes

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.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation of group activities with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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