

Inspection of Brixworth Day Nursery

5 Northampton Road, Brixworth, Northampton, Northamptonshire NN6 9DX

Inspection date: 9 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

All children, including those with special educational needs and/or disabilities, have good experiences at this welcoming nursery. Staff get to know children well and work closely with their parents to ensure that children's individual needs are met. Children clearly show that they feel safe and happy at the nursery. Babies laugh as they play peekaboo with staff. Toddlers are confident to talk to staff and involve them in their imaginative games in the garden. Pre-school children know the recipe for play dough and make it themselves. They name different herbs, such as basil, mint and rosemary. They add these to the play dough and talk about the different smells the herbs have.

Children benefit from positive interactions with staff during their play and activities. Staff help children to extend their own learning. For example, staff suggest that children place a bowl under the sieve as it will help to catch the water as it pours through the holes. Children behave very well. They listen to the clear and consistent reminders from staff about being kind and thoughtful towards others. Toddlers work well together during play and are eager to serve their own food at mealtimes. They help to collect the plates and cutlery ready for washing up. This helps children to think about what will happen next and begin to develop a sense of responsibility and belonging.

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

- The leadership team supports staff effectively to work very well as a team. Staff are continually encouraged to reflect on their individual professional development and are supported with their emotional well-being. Staff in each room regularly review and evaluate how they use the space and resources in their room to best support the children attending. They move items of furniture around and change how they set up activities. For example, they move furniture out of the baby room and set up activities at floor level, which has a positive impact. Babies who are not yet walking are able to engage and join in with the activities more.
- Parents speak highly about the nursery. They like how staff give them feedback each day when they collect their children. They receive information about the activities the children have enjoyed as well as details about their care routines. Parents also receive daily information through an electronic app and they are encouraged to use this to share their child's achievements at home. Parents comment on the progress they can see their children making, particularly in their independence and self-confidence.
- Staff in all the group rooms are effective in their teaching and provide good-quality, well-considered activities. They play with the children, who thoroughly enjoy staff's involvement with them. However, occasionally, staff add more

resources before children have had time to fully explore what they are already playing with. This distracts children and becomes a little overwhelming for them.

- Staff actively support children's developing communication and language skills. For example, staff look at babies when they speak to them and encourage them to babble. Staff talk to older children as they play and use descriptive words to promote children's vocabulary. However, sometimes, staff ask lots of questions in quick succession without giving children time to think about what they want to say in response.
- Staff work effectively to broaden children's knowledge and experiences. Some staff working at the nursery have non-British backgrounds, including Greek, Romanian and German. They plan activities for the children around celebrations from their home countries, which helps children to learn about diversity and the wider world.
- Children clearly show the secure attachments they have with the staff. Children's well-being is promoted as staff gradually help them to build on their confidence and independence skills. Children make choices about the activities they take part in, and they learn how to consider the risks involved. Staff talk to them about being careful as they run down the slope in the nursery garden. Toddlers develop confidence as they walk along planks on the ground. Staff extend the challenge by raising the planks a little as children grow in confidence and learn to balance as they walk across.
- Children are curious and motivated to join in with the activities because staff plan to extend children's interest and learning. Older babies who enjoy water play are offered ice to explore. Staff supervise them closely and encourage them to hold the ice and feel its texture. They reassure children when they show that the ice is cold, slips from their hands and they drop it. Staff show children how to rub their hands together to warm up and point out how the ice has turned to water dripping from their hands.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is safeguarded at this nursery. Staff speak confidently about how they would recognise changes in children's well-being and other signs and symptoms of abuse. They know who to report these concerns to and they are familiar with the nursery's whistle-blowing procedures. Thorough risk assessments contribute to children's safety. Security is good at the nursery. Staff are vigilant in their supervision of children as they play, and they make regular checks on children who are asleep. Robust recruitment and ongoing supervision procedures help to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- enhance staff practice to ensure that children have sufficient time to think about what they want to say in response to questions before staff move on with conversations during activities
- focus more precisely on allowing children time to explore play materials at their own pace and to consolidate their learning.

Setting details

Unique reference number	2561569
Local authority	West Northamptonshire
Inspection number	10233204
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	80
Number of children on roll	125
Name of registered person	Climbing High Nurseries Limited
Registered person unique reference number	RP908919
Telephone number	01604881451
Date of previous inspection	Not applicable

Information about this early years setting

Brixworth Day Nursery registered in 2019 and is managed by Climbing High Day Nurseries Limited. The nursery is situated in Brixworth, Northamptonshire. The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday for 51 weeks of the year. 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

Melanie Eastwell

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 provider and has taken that into account in their evaluation of the nursery.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the nursery manager.
- The manager and the inspector had a learning walk together to help the inspector to understand the nursery's curriculum.
- The inspector held a meeting with the manager, the nominated person and the operations manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents and grandparents during the inspection and took account of their views. The inspector also took account of written feedback from parents.

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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