

Inspection of Brambles Day Nursery

The Firs, Jermyns Road, Reydon, Southwold, Suffolk IP18 6QB

Inspection date: 30 June 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

Children are keen to explore the stimulating environment and display good levels of confidence. They show that they feel safe and reassured as they make choices about what they want to explore next. All children enjoy daily experiences outdoors. Children with special educational needs and/or disabilities (SEND) move confidently and freely around the well-planned indoor and outdoor spaces. With encouragement, they tackle different physical challenges and develop their strength and resilience well.

Children are eager to come together as a group for activities. They listen attentively to familiar stories in this situation. Children anticipate what will happen next, join in with repeated refrains and ask questions to find out more about the context of a story. Older children understand about the key features of a book, including the author, title and blurb. Children talk confidently about their ideas and plans. For example, they explain the different steps needed to complete a challenging puzzle and celebrate how hard they worked to finish it.

All children quickly form a secure bond with the staff, including babies and toddlers who have had limited social experiences due to the COVID-19 pandemic. From a young age, they respond well to instructions and adapt their behaviour to help them to stay safe.

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

- Assessments of children's development are accurate and detailed. These help staff to have an in-depth understanding of what each child can do and what they want them to learn next. Staff plan interesting activities. They introduce specific resources and equipment to make learning more accessible, creative and challenging for children. For example, babies show fascination as they use their hands to explore a tray filled with soaked chia seeds.
- Staff swiftly recognise where there are gaps in children's learning and put targeted support in place to help children to catch up. They work closely with parents and other professionals to ensure that children's individual needs are consistently met. The manager ensures that well-planned arrangements are in place to support children with SEND.
- Staff have a warm, enthusiastic and friendly manner. They support babies to settle during their first sessions and offer plenty of emotional support. Staff create many opportunities for the younger children to interact with the older children. This helps them to form secure friendships and feel confident when it is time to move into the next room.
- Overall, staff demonstrate good skills in extending children's communication and language development. For example, they introduce and repeat new vocabulary

when talking to children about the different bones in their bodies. However, at times, noise levels in the pre-school room impact on children's ability to hear instructions clearly and become more deeply absorbed in their conversations.

- Staff act as positive role models and use consistent strategies to manage children's behaviour. This helps to motivate good behaviour and helps children to understand clear expectations. Older children are beginning to resolve conflicts and are keen to help with routines.
- Children's independence skills are supported well. Staff encourage children to 'have a go' at completing tasks for themselves. For example, toddlers learn to use cutlery and open food packets during mealtimes. Pre-school children demonstrate strong skills in caring for themselves. For example, they put on their own coats to go outside to play, take themselves to the toilet and independently blow their nose.
- Staff are highly committed to helping children to learn about differences and act respectfully towards others. For example, when reading stories, staff encourage children to consider and celebrate the ways in which their own family is similar or different to others.
- Managers and staff build strong relationships with parents. They follow parents' wishes when younger children are weaning and toilet training. They offer consistent advice, emotional support and reassurance when parents need it. Parents' comments are very positive. They say that their children make good progress at the nursery and describe the staff as 'fantastic'.
- The new nursery manager demonstrates an ambitious vision for the future of the nursery. She carries out regular audits and spends time in the rooms, which helps her to evaluate the quality of the provision and enhance staff skills. All staff have opportunities to develop the provision for children in each of the rooms. For example, they trial new outdoor activities to help to extend children's physical skills. Staff morale is strong.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good knowledge of how to protect children in their care. Staff know the signs and symptoms which may indicate a child is at risk of harm. They understand how to refer any concerns they might have about a child's welfare to the relevant agencies. Staff regularly access training which builds their knowledge and understanding of wider safeguarding issues. For example, leaders share information with staff and parents about new risks associated with children's access to some online activities. Rigorous and robust recruitment procedures are in place.

What does the setting need to do to improve?

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

- review the noise levels in the learning environment further, particularly for children in the pre-school room, to enhance children's levels of engagement and ability to fully contribute to conversations.

Setting details

Unique reference number	2496045
Local authority	Suffolk
Inspection number	10191379
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	1 to 10
Total number of places	48
Number of children on roll	96
Name of registered person	Alpha Community Nurseries Ltd
Registered person unique reference number	RP900802
Telephone number	01502 722541
Date of previous inspection	Not applicable

Information about this early years setting

Brambles Day Nursery registered in 2018. The nursery employs five members of staff. Of these, four hold appropriate early years qualifications at level 3 and level 4. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am to 6pm. Out-of-school care is offered for children aged up to 11 years. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

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 manager and the inspector had a tour of the nursery and discussed how the early years provision and the curriculum are organised.
- The inspector observed the quality of staff's interactions with children during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- The staff and the children spoke to the inspector at appropriate times throughout the inspection.
- Parents' views were taken account of by the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons working at 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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