

# Inspection of Reach For The Stars @ The Brooks

The Brooks Childrens Centre, Balmoral Avenue, Crewe, Cheshire East CW2 6PL

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Inspection date: 18 July 2022

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

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

### **The provision is good**

Children have a positive start to their education at the nursery. They are eager to arrive in the morning. Children explore freely, captivated by the wealth of activities and resources on offer. For example, children make their own lemonade, adding mint leaves they picked from the garden. They learn about the ingredients they need and enjoy sampling their creations.

Children behave well and show positive attitudes towards their learning. They are happy and safe. Children confidently explore the large outdoor area daily. They develop their physical skills as they ride bicycles, slide, build and run. Children are encouraged to make their own choices about whether they would like to play inside or outside.

The nursery sets high expectations of children's learning, which helps children to make good progress, developing their knowledge and skills. They have strong relationships with staff, who are highly responsive to their needs. For example, when babies need their nappies changing, staff react quickly and are caring and sensitive.

Children have lots of opportunities to learn about the world around them. For example, they visit a home for the elderly where they learn to appreciate and respect people who are different from themselves. Children visit the local library and take home books from the nursery's library box, promoting their literacy and love of reading. The nursery receives visits from police officers and firefighters, which helps children to learn about people who help them.

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

- Staff skilfully tailor their interactions with children to meet their needs. For example, different questions are asked depending on children's level of understanding. This helps staff to extend children's learning based on each child's own unique needs. All children, including those in receipt of additional funding, make good progress over time.
- Staff know their key children well. They understand what they want them to learn next and why. For example, children focus on standing and building strength in their legs before taking their first steps. With older children, focus is placed on building their independence skills to help prepare them for school.
- Staff model what they want babies to learn. For example, staff demonstrate mashing and squeezing during sensory play. Children are encouraged to have a go and praised when they do. This helps to build children's confidence and promotes their positive self-esteem.
- Children's communication is supported well. For instance, as babies play in

water, staff repeat 'swish swish' as they move their spoons around. Children attempt to repeat the words. Staff read and sing to children. They narrate what they are doing. This helps to support children's growing vocabulary.

- Children with special educational needs and/or disabilities (SEND) are well supported. Staff use a variety of strategies to support children. They work closely with other agencies, such as the attached children's centre and health visitors, to source additional support for children. This helps to ensure that children with SEND receive a wide range of support, which helps them to make good progress.
- On occasion, staff do not fully acknowledge children's feelings. For example, children make noises to indicate they do not like having their shoes taken off. Staff do not help them to recognise and name how they are feeling. This means children do not always gain a full understanding of their emotions in order to begin to confidently express themselves.
- Transitions are managed well. When children move to another setting or to school, teachers are invited into the nursery to meet children and spend time getting to know them. Detailed information is shared with settings. This helps to promote consistency as children take the next steps in their education.
- The manager monitors staff practice and offers coaching and training if any weaknesses are identified. Supervisions are used as an effective tool to address training needs and to support staff well-being. New staff and staff who are training are particularly well supported to fulfil their roles.
- Parents are happy with the care provided and praise the friendly staff team. They appreciate the communication they receive, particularly the detailed daily discussions with staff. The nursery sends home activities such as songs and recipes to help parents to continue children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have secure knowledge of types of abuse and signs they are alert to. They know how to report any concerns that they have. All members of staff complete safeguarding training regularly to keep their knowledge up to date. A password system is in place when unfamiliar adults collect children. Staff have good strategies in place to keep children cool during extreme hot weather. They use fans to help ensure that rooms are as cool as possible. Children are reminded to drink frequently and stay inside during the hottest part of the day.

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

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

- consider how staff acknowledge children's emotions and help children to understand and name how they are feeling.

## Setting details

<b>Unique reference number</b>	EY557189
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10194077
<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>	1 to 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Reach For The Stars Nursery Ltd
<b>Registered person unique reference number</b>	RP533244
<b>Telephone number</b>	01270 748 233
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Reach For The Stars @ The Brooks registered in 2018 and is located in Crewe. It opens Monday to Friday, from 7.30am to 6pm, all year round, excluding bank holidays. It employs nine members of childcare staff. Of these, one holds qualified teacher status and one holds early years professional status; five hold an appropriate early years qualification at level 3 and one at level 2. The nursery provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Richards

## 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 provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the nursery with the inspector.
- The manager provided the inspector with a sample of key documentation.

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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