

# Inspection of Brambley Lodge Day Nursery Ltd

South Cave Sports Pavilion, Church Street, South Cave, Brough, Yorkshire HU15  
2EP

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Inspection date: 4 August 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 arrive happily and are warmly welcomed by staff at the nursery. They quickly become immersed in their play and learning. Children form close bonds with staff, who are nurturing and attentive to their individual needs. Children progress well with their communication skills and learn how to express their needs and wishes. Babies babble to communicate. Staff help older children to develop a wide vocabulary that supports them to speak in sentences. This includes learning the names of objects and action words to songs. Staff ask questions as children play and children respond appropriately. During song times, staff use props to cleverly encourage children's involvement to develop their learning.

Children gain good physical skills. Two-year-old children concentrate well when they carefully thread laces through holes in cardboard. They use their hands to shape and mould dough. As they do so, staff support children's mathematical skills. For example, children make different shapes and count. Babies enjoy opportunities to build their core muscle strength when they learn to roll and reach out for interesting objects. Children have opportunities to be imaginative and creative. For example, they paint pictures. Children learn about other cultures and people through planned and spontaneous discussion and activities. They go on trips into the local community.

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

- Staff plan an array of activities in the outdoor play area which ignite children's curiosity. For example, children bath their dolls, explore sand, make pretend ice creams and role play in the outdoor kitchen. Children learn about new growth. For example, they water flowers and plant carrot and lettuce seeds. Children learn to take risks in a safe environment. For example, they carefully climb, run and jump within the spacious area.
- Leaders consistently evaluate the ongoing performance of the nursery and consider the views of staff and parents. They support staff's well-being successfully and provide them with useful professional development to extend their knowledge and skills. For example, the special educational needs coordinator has attended training to continue to improve her knowledge for this role.
- Parents speak positively about the care their children receive. They feel that their children's needs are met and that they progress well in their learning. Parents appreciate the opportunity to borrow books. However, some parents would appreciate a greater focus on communication about their children's development so that they could continue to support their children's learning at home.
- The manager and staff have a good understanding of each child. They have

recently introduced a new system to help them successfully plan activities to build on what children already know and can do. Staff track children's progress well and identify those who require additional support. The special educational needs coordinator is knowledgeable and works very well with parents and other professionals to put specific plans in place. Children are emotionally well supported for the next stage in their learning, including their move to pre-school.

- Staff skilfully help children to learn to manage their feelings and behaviour. They adapt their teaching effectively to support children at different stages of their emotional development. For example, staff recognise when children are tired or need a cuddle. Older children respond well to the responsibilities that staff give them, such as helping to hand out plates at snack times. Children eat a hot and nutritious meal, which promotes their understanding of a healthy lifestyle.
- Staff work hard each day to set up activities which capture children's interests. They plan the learning environment well. This motivates children to play, explore and to make new discoveries. For example, children learn about the importance of oral health. They use toothbrushes and toothpaste to clean pretend teeth. Staff use discussions to help children to understand the importance of visiting a dentist. However, some parts of the daily routines are not organised as well as possible to support children's learning fully. For example, at lunchtime, some children sit for prolonged periods, which has an impact on their time to learn.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to protect children. They fully understand the procedures to follow if they identify any concerns about a child's welfare. Staff are knowledgeable of the wider issues relating to safeguarding, such as the 'Prevent' duty and exposure to extreme practices. Staff ensure that children can play safely each day when they arrive and make careful risk assessments of the environment, including the outdoor area. They keep an accurate record of any accidents that children have and promptly inform parents. The provider follows robust recruitment procedures to help ensure staff suitability.

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

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

- keep parents of all children better informed about their child's learning and development, to enable them to fully support their children's learning at home
- review and enhance some parts of the daily routines to maximise the learning for all children.

## Setting details

<b>Unique reference number</b>	2509311
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10191600
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	28
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Brambley Lodge Day Nursery Ltd
<b>Registered person unique reference number</b>	2509310
<b>Telephone number</b>	07960055024
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Brambley Lodge Day Nursery Ltd registered in 2018 and is located in Brough, Yorkshire. The nursery is owned and managed by a private provider, who holds an appropriate early years qualification at level 6. It employs seven members of staff who work directly with the children; six hold an appropriate early years qualification at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery can provide funded early education for two-, three- and four-year-old children. Children usually only attend the nursery until the term after their third birthday, when they then move onto the pre-school, run by the same provider.

## Information about this inspection

### Inspector

Kerry Holder

## 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 inspector held discussions with the manager about the design of the curriculum and how it is being implemented.
- The inspector spoke with staff and children during the inspection. She completed a joint observation with the nursery manager.
- The inspector observed the quality of education and carried out a joint observation with the manager to assess the impact of staff's teaching on children's learning.
- The inspector considered the views of parents through face-to-face discussion and written testimonials.
- The required documentation was reviewed, including paediatric first-aid certificates and evidence of staff suitability checks.

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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