

# Inspection of Brooklands Childcare Ltd

Montrey Crescent, Garswood, WIGAN, Lancashire WN4 0UD

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Inspection date: 22 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are confident, happy and safe in this warm and nurturing environment. Children settle well. They are motivated and curious to explore the environment, and become engaged in the activities on offer. For example, children play alongside their friends as they thread beads onto laces. Children show good hand-to-eye coordination and drive as they persistently thread beads even when some fall off. Children show that they feel safe and secure. Babies cuddle staff for reassurance when they wake from their sleep. Younger children approach staff and ask them for help when using the bathroom. Older children eagerly seek out staff to share their learning experiences.

Children thoroughly enjoy playing in the well-equipped playrooms that offer interesting activities and resources. For example, babies show delight when they explore fill-and-pour activities using spoons, bowls and cereal. Younger children become totally engrossed in imaginary role play as they use play dough to make food items to cook in the pretend kitchen area. They show their understanding of real-life experience by taking the pots out of the pretend oven and telling staff to 'be careful, it is hot'. Children show readiness for the next stages of their learning.

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

- Leaders and staff work well as a team to provide good quality care and education for all children. Staff focus on meeting children's learning needs during activities based on their interests. However, some group activities do not always have clear individual intentions. For instance, when children hunt in the sand during an activity, staff do not consider children's individual needs and what they want the children to gain from the experience.
- Staff promote children's mathematical development effectively. Children are encouraged to regularly use mathematical language in their play. Staff sing number songs to babies and younger children count pictures as they look at books. Staff challenge children to identify and understand the concepts of size and quantity. Children are developing a good understanding of early mathematical concepts.
- Parents are extremely complimentary about the setting and their 'child-led approach'. They tell the inspector that staff know the children well and they could not ask for more. Staff successfully engage parents in their children's learning by regularly sharing ideas and activities to enable them to support their children's learning at home.
- Children develop good independence skills. Staff provide various opportunities for the children to learn and develop independence. Children understand effective hygiene practices. They confidently wipe their noses and wash their hands independently. Staff talk to them about why this is necessary. Staff

ensure these are part of the curriculum to help children gain skills they need to move on to school.

- The knowledgeable leadership team support staff well. Staff report that their well-being is good and they receive support in their role. Effective systems are in place for the supervision of staff. The manager observes staff's teaching. However, leaders do not always ensure that all staff receive clear targets to help them improve their quality of teaching to the highest level.
- Leaders have considered the impact on the children following the COVID-19 pandemic and have a focus on communication and language development within all activities. Staff narrate as children play and clearly emphasise keywords within their interactions, to help children's understanding and speaking skills. Children are developing effective communication skills.
- Children behave well. Staff support children to manage their feelings and behaviour by setting clear rules and boundaries. Staff encourage children to take turns and share resources. Staff model good behaviour and respect. This supports the children to develop good manners and respect for others.
- Leaders effectively identify children that will benefit from additional support and provide targeted interventions to help close gaps in their learning. The key-person role is effective in supporting children who have special educational needs and/or disabilities. Staff refer children to the appropriate agencies and children receive targeted support using specialised plans implemented by the staff. This enables all children to make good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff, including the management team, have a robust understanding of safeguarding practices. They keep their knowledge of safeguarding and child protection up to date through regular training. Staff are aware of the different types of abuse and the signs that may indicate a child is at risk of harm. Staff are confident in their knowledge of how to report concerns about another member of staff. The setting is secure and staff complete daily safety checks of the indoor and outdoor environment. Staff display vigilance as they organise themselves effectively throughout the day to ensure the safety of children.

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

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

- strengthen the use of supervision, support and focused training for all staff to help raise the quality of teaching even higher
- support teaching further, by consistently implementing individual children's learning intentions within activities.

## Setting details

<b>Unique reference number</b>	EY295945
<b>Local authority</b>	St Helens
<b>Inspection number</b>	10234877
<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 4
<b>Total number of places</b>	94
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Brooklands Childcare Ltd
<b>Registered person unique reference number</b>	RP525105
<b>Telephone number</b>	01942 760077
<b>Date of previous inspection</b>	1 December 2016

## Information about this early years setting

Brooklands Childcare Ltd registered in 1996. The nursery employs 23 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, for 51 weeks per year, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for children who have special educational needs and/or disabilities.

## Information about this inspection

### Inspector

Katie Bonney

## 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 leadership team led the inspector on a learning walk discussing the early years curriculum.
- The inspector carried out a joint observation with the manager of older children listening to a story.
- The inspector observed the provisions practice; considering the quality of the education and its impact on the children's progress and development.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with staff and discussed safeguarding knowledge.
- The inspector held a leadership and management meeting with the leadership team.

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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