

Inspection of Bramble House Day Nursery

Techno Trading Estate, 54-56 Bramble Road, SWINDON SN2 8DS

Inspection date: 23 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 meet familiar staff members as they arrive to enter the nursery in the morning. They explore a wide array of activities throughout their day and play calmly alongside their friends.

Children enjoy the interactions they have with staff. Babies enjoy carefully dipping a wand in liquid, then lifting it to blow bubbles. Toddlers learn to make play dough and explore sticks of spaghetti in the role-play area. Older children enjoy mixing pasta, flowers and leaves in the outdoor area. They confidently come over to speak about the imaginative games they are playing. Children are happy and feel safe with the familiar adults around them.

Parents describe the setting as 'feeling like home'. Staff and children wear cosy slippers in the nursery which adds to the relaxed feeling. Staff nurture children's emotional needs well. They praise their successes and provide warmth and cuddles when children need them.

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

- Staff and managers work hard to ensure children enjoy their time at the nursery. They encourage children to have freedom while they explore within their environment. However, at times, staff try to cover too many aspects of learning during adult-led activities. This means staff do not always stretch children's developmental needs as much as they could, and children sometimes lose focus.
- Staff promote children's physical development well and understand the importance of this. Older children learn to dress and undress from all-in-one suits and wellington boots, ready to go outside. They actively engage in rugby-coaching sessions and eagerly wait, then take turns, moving along a course. Younger babies explore gross motor movements, as they climb in and out of a ball pool.
- Children behave well. Staff teach children about appropriate choices in a positive and supportive manner. For example, staff remind children not to walk backwards down a corridor, as they will not see where they are going and might bump their head. This supports children in understanding the risks and learning about why it is important to keep themselves safe.
- Children learn about independence as they get ready for lunch or snacktime. However, at times, staff miss opportunities to remind children of good daily hygiene practices. For example, they do not explain to older children about the importance of washing their hands after snacktime and before they go off to play.
- The manager works quickly to ensure children with special educational needs and/or disabilities (SEND) receive the support they need. She actively involves

outside agencies and parents in referrals for further funding.

- The key-person system works effectively to support children's emotional needs, particularly those with SEND. Some staff move up through the rooms with children as they get older. As a result, children build secure relationships with key staff.
- The manager is very reflective of her practice. Where the inspector shared feedback during the inspection, the manager acted on this promptly. This demonstrates her clear determination and drive to get things right for the children in her care. The manager supports staff equally well to act on changes. The staff team is strong and provides a positive warmth for the children across the nursery.
- Parents speak very highly of the nursery and of the relationships with the manager and staff. They use online applications to find out about their child's day and talk to their child's key person regularly at collection times.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a strong knowledge of how to safeguard children effectively. They talk with experience and know the agencies to contact should the need arise. All staff recognise the main signs of neglect, physical, sexual, and emotional abuse. Staff in the baby room are aware of how these signs may differ in non-verbal or non-mobile babies. The safeguarding policy is available on the nursery website. This means parents can also find support should concerns arise. Whistle-blowing procedures are clear and staff know that they have a duty of care for the children.

What does the setting need to do to improve?

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

- develop curriculum planning, so that adult-led activities focus clearly on developing children's individual next steps in learning
- strengthen children's knowledge of how to manage and learn about good hygiene.

Setting details

Unique reference number	EY463233
Local authority	Swindon
Inspection number	10236193
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	0 to 4
Total number of places	55
Number of children on roll	58
Name of registered person	Bramble House Day Nursery Ltd
Registered person unique reference number	RP909315
Telephone number	01793611663
Date of previous inspection	15 February 2017

Information about this early years setting

Bramble House Day Nursery registered in 2013. The nursery is in the Techno Trading Estate in Swindon, Wiltshire. It is open each weekday from 7.30am and 6pm, all year round, except for bank holidays. The nursery also offers an after-school club which operates 3pm to 6pm during school term times. The nursery employs 16 members of childcare staff. Of whom, 12 hold an appropriate early years qualification between levels 3 and level 6. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Rosie Pritchard

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 setting.
- The manager joined the inspector on a learning walk, and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke with 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 teaching being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the setting with the inspector.

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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