

Inspection of Brookvale Nursery

Brookvale Children's Centre, Woodhatch Road, Brookvale, Runcorn, Cheshire WA7 6BJ

Inspection date: 6 December 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 and parents are welcomed warmly as they enter the nursery. The manager has moved her office to position herself at the front of the nursery to be able to greet children as they arrive. This creates positive relationships with families, who express how supportive the manager and her staff are.

Independence is embedded throughout the nursery. Children learn skills to support their self-care, such as dressing themselves and the importance of handwashing. They are given the opportunity to make their own choices in their play and learning. This gives children a sense of belonging. Staff encourage children to listen to each other and develop respect for their peers' decisions.

Children are well behaved. Staff continuously model how to be kind and respectful to others. When children occasionally struggle to manage their behaviour, staff calmly intervene to support children's needs. Children demonstrate a love of learning. Throughout the nursery, children engage in a range of experiences. Babies enjoy cuddles with staff as they delve into books. Toddlers experiment with flour and water, exploring how they feel and move. Pre-school children develop their fine motor skills in the outdoor area by making marks with chalk. Children are developing a positive attitude to learning in preparation for school.

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

- The manager is reflective and ambitious. She continuously reflects on practice and the environment to achieve the best outcomes for children. The nursery team has used the early years pupil premium funding extremely well. For example, it has been proactive in supporting communication and language by creating cosy communication spaces for children to interact with their peers. These spaces encourage children to communicate with others and develop their interaction skills in a safe space.
- Staff use simple language with babies and sing songs. They pronounce words clearly in front of children so that they can hear correct pronunciations. Occasionally, some staff will ask thought-provoking questions. However, this is not consistent throughout the nursery. When staff interact with children, they do not always support children to think critically and test out new ideas.
- Mathematical knowledge is built on as children move through the nursery. From a young age, children learn mathematical concepts, such as big and small. Older children draw shapes in sand, and staff encourage them to count objects around them. This ensures a strong foundation of understanding to prepare children for future learning.
- Staff sequence learning well to build on what children already know and can do. For example, in the baby room, staff will use different questions to differentiate

between the older and younger children, to develop their understanding. This results in all children engaging for longer periods of time as they are challenged by staff at the appropriate level for their age.

- Staff demonstrate some understanding of the importance of children learning about different cultures. Children experience cultural celebrations during their time at nursery. Staff obtain some keywords from children's home language. However, staff do not fully understand the importance of children being able to use their home languages. They do not consistently explain the benefits of this to parents. This does not help all children to value their home languages. Managers are aware that this is an area to develop and are already working on this.
- Children have formed secure bonds with the staff. Staff have a calm and caring approach to children. Babies will seek out cuddles from staff for reassurance. Older children express excitement when telling staff about their achievements. Staff create a warm and supportive atmosphere for children, where they feel safe and secure.
- The manager values her staff and the importance of teamwork. For example, staff have opportunities to take ownership of nursery procedures, such as the approach they take to managing children's behaviour. This develops a strong and passionate workforce.

Safeguarding

The arrangements for safeguarding are effective.

The staff have all had recent safeguarding training. All staff demonstrate a good knowledge of the signs of abuse and how to report any safeguarding concerns. They are also clear on the procedures to follow if they have concerns about the conduct of another member of staff. The manager has a strong knowledge of seeking advice and making referrals to keep children safe from harm. Risk assessments are a key part of the manager's day-to-day duties. She has clearly risk assessed the nursery and made amendments to ensure the safety of the children. Staff are deployed effectively. This provides a safe and secure environment for children to thrive.

What does the setting need to do to improve?

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

- continue to develop opportunities for children to hear and use their home languages in the nursery
- support staff's interactions with children to encourage them to ask thought-provoking questions to children, so they have the opportunity to develop their critical thinking.

Setting details

Unique reference number	EY280215
Local authority	Halton
Inspection number	10265017
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	73
Number of children on roll	56
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	01928 790144
Date of previous inspection	12 June 2017

Information about this early years setting

Brookvale Nursery registered in 2004 and is located in Runcorn. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, and one holds a level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Joanne Valek

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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