

Inspection of Brooklyn Day Nursery

Forest House, Derby Road, Annesley, Nottingham, Nottinghamshire NG15 0AQ

Inspection date: 11 April 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children who attend this welcoming nursery receive the very best start to their care and education. When children arrive, they are greeted warmly by staff who say, 'I missed you'. This helps children to feel valued and to have a strong sense of belonging in the nursery. Children in the pre-school room talk with confidence when they explain who their key worker is and that their key worker reads them stories and is kind to them. Young children in the 'tweenie room' show empathy to their friends, for instance when they begin to cough. They give them a reassuring hand on the back, ask if they are 'okay' and get them a drink.

Children in the pre-school room show resilience and are very adventurous in their physical play. Staff stand close by to support children, if necessary, when they climb high on large apparatus. Children are confident in their abilities to take and manage calculated risks. Staff place a strong focus on supporting children's communication and language skills. They are skilled in helping children to learn new words, such as 'spiky', when they explore real pineapples. Children confidently share their thoughts and views with staff and become deeply engaged in activities, showing high levels of concentration.

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

- Staff offer children exceptional experiences that ignite their awe and wonder. For example, when children watch reflections from mirrors bounce off the sunlight and dance around the ceiling, staff describe them as fairies. Children learn that the fairies help them to make good choices. They are excited to listen to staff read letters from the pretend fairies who praise their achievements in the nursery and also at home. This strategy is highly effective to support children with positive behaviour.
- The provider places a high priority on supporting staff with their well-being and practice. Staff work extremely effectively as a team and say that they feel part of a family. They access a cosy shepherd's hut where they can go to relax and reflect. Staff give their colleagues positive comments about their practice, helping them to feel valued and appreciated. This contributes to creating an environment of support and respect.
- Staff make sure that all children have the same opportunities to receive the best start to prepare them for future success. For example, when some babies experience going to the beach, staff offer this to others. Babies use their senses to explore textures of pretend sand, shells and seaweed. Staff's expert knowledge of how to plan these activities ensures that it is safe. For instance, they know that babies learn through their sense of touch and taste so they offer finely crushed biscuits instead of sand.
- All professional development opportunities for staff support them to extend their

knowledge of how to maximise learning opportunities for the children in their care. For example, staff attend training courses alongside parents. They learn sign language to support children with special educational needs and/or disabilities with their communication needs. Staff in the toddler room extend their knowledge of how young children prefer to learn. They make improvements to the environment. For example, they add more bags to encourage children to follow their interest in transporting objects in their play.

- The provider and all staff understand how to implement the curriculum to help children to make rapid progress in their development. Staff use their knowledge of children's abilities and parents' views to help support children's progress. This partnership working is extremely effective in helping to prepare children for their move on to school.
- Parents say that the nursery is amazing. They talk about the considerable progress their children make and how staff have a wealth of experiences to support children's learning.
- The provider is highly reflective and wants the very best for every child in the nursery. Improvements are made to the foods offered to children to promote a healthy diet. For example, the sugar content is reduced in snacks and meals. This contributes to children being offered healthy and nutritious meals to promote their good health.

Safeguarding

The arrangements for safeguarding are effective.

Staff help children to learn how they can keep themselves safe. For example, they help children to understand that their bodies are private, they learn about 'stranger danger' and internet safety. The provider ensures that staff's knowledge of safeguarding is current. For example, she quizzes staff and gives them scenarios to ensure that they understand how to identify if a child is at significant risk of harm. The provider and staff know where to report concerns about children's safety. The provider follows a safe recruitment procedure to ensure that staff are suitable in their roles. She checks the ongoing suitability of staff to work with children.

Setting details

Unique reference number	EY257355
Local authority	Nottinghamshire County Council
Inspection number	10276615
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 5
Total number of places	82
Number of children on roll	111
Name of registered person	Hall, Susan Paula
Registered person unique reference number	RP513220
Telephone number	01623 752092
Date of previous inspection	25 July 2017

Information about this early years setting

Brooklyn Day Nursery registered in 2003 and is situated in Annesley, Nottingham. The nursery employs 15 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, 10 at level 3, two at level 4 and one holds early years teacher status. The nursery opens from Monday to Friday, all year round, apart from one week in between Christmas and new year and bank holidays. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

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 setting.
- The provider and the inspector completed a learning walk together of all areas of the nursery and discussed how she implements the curriculum.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the provider.
- The inspector held a meeting with the provider. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the nursery 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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