

Inspection of Baby Brook Nursery

Great Greens Lane, Clayton Brook, Preston PR5 8HL

Inspection date: 6 July 2023

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 love coming to this calm, inviting and spacious nursery. They are happy and well cared for by the nurturing staff. Children, including children with special educational needs and/or disabilities (SEND), learn well. Children develop new knowledge because of the skilful help of staff. They keenly explore the range of meaningful learning activities that staff provide, and babies are eager to investigate how their bodies move, such as when they pull themselves up on the soft play furniture.

Children feel safe at the nursery; for example, babies wrap themselves around their favourite key person. Staff successfully teach older children how to act safely. For example, children learn to hold hands and stay close to adults when undertaking educational visits to the local primary school and shops.

Children live up to leaders' and staff's high expectations. They know the rules of behaviour; they strive to try hard like Elsa elephant and look after resources like Gina giraffe, who are two of the setting's mascots for good behaviour. Staff expertly help children to respect other children.

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

- The manager ensures that children develop the language, confidence and physical abilities that they need to flourish at the nursery. She has developed her curriculum carefully, making sure that staff help children to build on what they already know.
- Staff chat with children gently and supportively. They recognise and acknowledge children's early attempts at words, including in the baby room. This helps children to use words to convey their ideas and feelings well. Staff identify gaps in children's language so that they know what to teach children next. However, on occasion, some staff incorrectly explain letter sounds to children. This prevents some children from learning the sounds that letters represent when they are ready to learn to read.
- Staff sing songs and rhymes and read books frequently with children. They share stories with children enthusiastically as they sit and snuggle together on the floor. Staff help children to remember book knowledge, for instance by re-reading familiar stories over and over. Children delight as they shout out repeated refrains from stories that they have learned. They develop a love of books, rhyme, song and language.
- The manager regularly reviews the staff's practice and guides them to improve their work with children. Staff receive valuable training that helps them to understand the areas of learning that they teach. This enables staff to arrange well-thought-out learning activities for children that enable them to develop the

knowledge that they need to learn.

- The manager and staff promptly and accurately identify children who may have SEND. The manager has developed excellent working relationships with a range of professionals to ensure that these children receive the help that they need. Children with SEND are fully included in activities and learn the curriculum well.
- Staff provide a healthy diet for children. The on-site cook prepares fresh, nutritious meals that children thoroughly enjoy smelling and eating. Staff talk with children about the fresh foods they are eating. Children learn about making healthy lifestyle choices. Babies learn how to grip and lift spoons through well-considered, playful learning activities. This helps babies to learn how to feed themselves at mealtimes.
- Staff help children to be physically active. They encourage children to try challenging movements, such as pushing the pedals on a bicycle or sliding down the climbing pole. Children become confident, agile and physically able. They develop their core strength and coordination.
- The manager works with parents very effectively. Parents appreciate the high-quality information that staff share to keep them informed of their children's progress. This helps them to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager makes sure that keeping children safe is a priority at the nursery. She provides staff with a range of safeguarding training. For example, staff are trained to understand and recognise the possible signs of abuse and neglect. They know what action they must take if they are concerned about a child's welfare. Staff understand the whistle-blowing procedures should they be concerned about a colleague's conduct. Staff know the children and families very well. This helps them to identify when a child or family requires help. The manager works very effectively with other agencies to ensure that families receive the early help that they need.

What does the setting need to do to improve?

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

- improve staff knowledge of how to teach children the sounds that letters represent when they are ready to learn to read.

Setting details

Unique reference number	EY496995
Local authority	Lancashire
Inspection number	10302177
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	1 to 4
Total number of places	48
Number of children on roll	68
Name of registered person	Clayton Brook Childcare Limited
Registered person unique reference number	RP910172
Telephone number	01772747943 / 01772697501
Date of previous inspection	15 March 2018

Information about this early years setting

Baby Book Nursery registered in 2015 and is located in Clayton Brook, Preston. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications from level 2 to level 6, including the manager, who has early years professional status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrea Vaughan

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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all the areas of the nursery and discussed the manager's curriculum for children.
- The inspector spoke with staff during the inspection about the curriculum, safeguarding and staff training.
- Some parents spoke with the inspector about their experience of the nursery.
- The inspector observed children's learning of the curriculum, indoors and outdoors, and evaluated the impact this has on children's knowledge.
- The manager and the inspector carried out a joint observation during small group time.
- The inspector looked at a range of the manager's documentation and reviewed evidence of the suitability of staff working at 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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