

# Inspection of Bramble Hall Day Nursery

Station Road, Sutterton, Boston, Lincs PE20 2JH

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Inspection date: 28 July 2023

<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 happy at nursery and confidently find lots to do with their friends and staff. They particularly enjoy being outside, where they can enhance their physical skills or learn about the natural world around them. Children behave well and have a good knowledge of the familiar routines. Older children are developing a secure knowledge of their emotions and how to self-regulate their own behaviours. Staff generally foster children's sense of independence well, and children are learning how to do things for themselves. They demonstrate this especially well at mealtimes, when they use a variety of utensils to serve their food and carry it back to their tables.

The youngest children enjoy warm and trusting relationships with staff, who know them exceptionally well. Even those who are leaving parents for the first time settle quickly, and soon feel quite at home in their new surroundings. Children are inquisitive and keen to explore everything around them. Their physical skills are enhanced greatly as they learn to toddle and move themselves from one place to another. They show great fascination for rolling objects and beam with delight as staff show them how to roll balls through a length of piping.

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

- Staff know what children need to learn in their early years. They have developed a curriculum that is sequenced well over time and successfully helps children to develop the skills they need to be ready for school. Staff support children with special educational needs and/or disabilities well to ensure that they are able to learn and play happily among friends. They seek help from outside professionals readily, where necessary, and this contributes well to supporting children's further development.
- Staff recognise that the recent COVID-19 pandemic has had an impact on children's communication development. In response to this, staff have undertaken further training to help children catch up. Throughout the nursery, staff demonstrate consistent strategies, such as using gestures and objects of reference, as they chat to children. This contributes well to children's growing confidence in their own abilities. Children understand what is being said to them and are generally successful in conveying their own needs, ideas and comments.
- Staff working with the youngest children in the baby room are well trained and take particular care of children's health and well-being. Nappy changing is undertaken sensitively, giving children a sense of dignity and choice. Staff sing to children frequently and offer plenty of cuddles when needed. Staff know about keeping babies safe as they sleep and the importance of protecting children from the effects of the sun. The youngest children flourish in this nurturing environment, with staff who simply love their roles. They plan carefully

for children's move on to the toddler room so that transitions are as stress free as possible.

- Staff plan activities based on their knowledge of children and their observations of children as they play. Activities are generally suitable and staff have clear intentions of what they want children to experience or practise when taking part. However, there are times when staff are not prepared or organised enough. Children sometimes have to wait while more resources are gathered to complete the activity. This results in children's concentration being interrupted and the focus of the task being lost.
- Staff feel well supported by the management team and talk readily about how much they enjoy their work. Managers ensure that staff are not put under excessive pressure and give them time to complete tasks during their working day. Staff have access to regular supervision meetings with managers. Managers encourage ongoing professional development, and the skills and knowledge learned by staff have a positive impact on children's experiences.
- Parents are hugely complimentary about their children's experience at the nursery. They praise the staff team highly and are pleased with the time taken to share information about children's daily experiences. Parents say that staff respect their wishes and acknowledge that their children have a 'great relationship' with them.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of how to keep children safe. They are confident to recognise when a child has been harmed or is at risk of harm. Staff know who to go to with their concerns and the written reports they need to complete. They understand about wider issues such as the 'Prevent' duty. Secure procedures are in place to ensure that staff remain suitable for their roles. Staff undertake risk assessments to help identify hazards, both at the nursery and when out and about. They are suitably deployed to safely supervise children as they play and rest.

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

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

- help staff to plan activities more effectively and be fully prepared with the resources they need to lessen the interruption to children's learning and experiences.

## Setting details

<b>Unique reference number</b>	253652
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10295297
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 7
<b>Total number of places</b>	63
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	Daffodil Day Nurseries Limited
<b>Registered person unique reference number</b>	RP910904
<b>Telephone number</b>	01205 460848
<b>Date of previous inspection</b>	18 December 2017

## Information about this early years setting

Bramble Hall Day Nursery registered in 1996. The nursery employs 28 members of childcare staff. Of these, 24 hold appropriate early years qualifications between levels 2 and 6, including two with qualified teacher status. The nursery opens from Monday to Friday, all year round, apart from one week in August and a week between Christmas and New Year. Sessions are from 7.45am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqueline Baker

## 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 managers and has taken that into account in their evaluation of the nursery.
- The inspector carried out a learning walk with one of the managers and discussed how the curriculum is delivered.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the two managers, staff and children at appropriate times throughout the inspection.
- The inspector and one of the managers completed a joint evaluation of an activity.
- The inspector looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke with parents and read emails sent for the purpose of the inspection. The inspector took account of parents' views.

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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