

Inspection of Brooksward Day Nursery and Pre School

Brooksward Combined School, Tower Drive, Neath Hill, Milton Keynes MK14 6JZ

Inspection date: 11 September 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 show positive attitudes towards their learning. Older children lead their own play and are confident to put their prior learning into action. For example, children use storybooks as a stimulus for their imaginative play. All children at the nursery enjoy getting hands-on with dough, herbs, sand and earth as they mix media together. They combine these interests as they pretend to make chocolate cake for staff. Children follow their strong impulse to explore. Babies show tenacity as they move their bodies to grab toys just out of reach. Older children talk with authority about the things that interest them, such as vehicles. Staff promote children's development of new vocabulary following these interests. Staff know how to support children with special educational needs and/or disabilities. They are swift to work with other professionals to develop plans for learning and recognise the good progress that all children make.

Children behave well and learn about expectations. Forest-school activities are particularly good in supporting older children to learn about rules. During forest-school sessions, children engage in activities that expose them to controlled risks, such as toasting bread on a fire. By setting clear expectations, working with children over time and reinforcing the reasons for rules, staff help older children learn to act in a safe manner.

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

- The manager, all staff and parents are clear about the curriculum intent and the ethos of the setting. The setting follows the curiosity approach to learning and encourages children to learn through exploration and discovery. Staff follow children's interests and adapt the curriculum to suit children's different ages and abilities. The curriculum is well embedded and clear, meaning that staff know what children need to learn next.
- There is a strong focus on supporting children's communication and language development. Staff talk to children and engage them in conversations. In the baby room, staff are aware that babies use facial expressions and body language to communicate. Staff pick up on this to identify how they can meet babies' needs, such as when they are asking for comfort or expressing that they are hungry.
- Staff are aware that some children have excessive screen time outside of the nursery and that this has a negative impact on their development. However, the nursery does not use any form of screen technology as part of their curriculum. Consequently, children do not learn about positive attitudes towards digital technology to help promote their well-being and safety in this area.
- All children follow familiar routines that support them in feeling safe and secure. Babies receive excellent care. Bottle feeding times are unhurried, and staff sit

cuddling with babies and taking time to talk softly, engage in eye contact and help babies to fall asleep peacefully. Babies show they feel safe. When they wake from sleep, they see their key person and smile, reaching up for comfort. Staff prepare children well for changes, such as moving rooms or starting school.

- Staff establish secure relationships with children. Children grow attached to their key person and seek them out to play. Each key person knows the children they care for very well. By understanding about children's home lives and previous experiences, they can successfully build on what children already know and can do.
- The manager and staff are highly motivated in their work. They show enthusiasm for professional development, with several undertaking further training to enhance their good practice. The manager focuses on supporting staff's well-being, and all staff say they are happy and enjoy their work.
- The provider has recently taken over leading the setting. Senior staff are not yet fully familiar with the curriculum and the ethos of the nursery. This is core to the identity of the nursery and parents say that they value the setting because the curriculum aligns to their parenting style. Currently, senior staff do not provide tailored support for the manager and her team to continually improve and develop the quality of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

All staff are clear on their responsibilities to keep children safe at the nursery. Staff supervise children closely as they play and carry out effective risk assessments. Children, therefore, play and learn in a safe and secure environment. Senior staff have a full understanding of their roles in reporting any concerns about children's welfare to the relevant local safeguarding partners. The provider follows safe recruitment measures to confirm that staff are suitable to work with children. Staff discuss safeguarding at regular meetings to ensure that it is at the heart of all their work with children.

What does the setting need to do to improve?

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

- develop the curriculum for children to ensure that they learn about positive attitudes and behaviours when using the internet and digital technology
- establish a better understanding of the curriculum and ethos of the nursery, so leaders can ensure that staff have highly effective professional development to build on the successful curriculum.

Setting details

Unique reference number	EY359706
Local authority	Milton Keynes
Inspection number	10309420
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	88
Number of children on roll	98
Name of registered person	Kids Play Ltd.
Registered person unique reference number	RP900863
Telephone number	01908 607608
Date of previous inspection	27 November 2019

Information about this early years setting

Brooksward Day Nursery and Pre School registered in 2007. The nursery employs 17 members of childcare staff, ten of whom hold childcare qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. There is also an after-school club for children who attend Brooksward School. This operates from 3.30pm to 6pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Marshall-Gowen

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.
- This inspection was prioritised following a risk assessment process.
- The inspector discussed the intent of the curriculum and observed its implementation during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager and area manager.
- During the inspection, the inspector held a meeting with the manager and the area manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection and the inspector took account of all feedback received.

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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