

Inspection of Brook House Nursery Ltd.

110 Cole Park Road, TWICKENHAM TW1 1JA

Inspection date: 3 October 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 are content and confident. The nursery has a friendly atmosphere and a homely feel. Staff thoughtfully design a wide range of activities for children. This helps to maintain children's interests and hold their fascination. Staff are observant and notice when children are finding sand difficult to play with as it does not hold its shape. They add water and purposefully stand back to allow children time to explore the form and consistency of the sand. This freedom to explore without interruption sustains children's focus, and they remain engaged for a long time.

Young children play with farm animals in a tuff tray with different textures to help their sensory development. Staff encourage children's language development by supporting them to name the animals and match the sound. Children cheer in their successes. They start singing a familiar song and everyone joins in. Children are joyous and suggest animal sounds, which staff quickly recognise and add to, much to children's delight.

Staff consistently and gently remind children to use manners. They encourage children to be polite and praise them for being so. Staff encourage children to be safe and show respect for one another by using 'kind hands' and listening. The curriculum focuses on children's emotional development and encourages them to tune in to what they are feeling. Staff support children from a young age to think about taking turns and sharing.

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

- Staff set up activities based on children interests and what is happening around them. This motivates children to concentrate. Parents join children in an autumn scavenger hunt as they learn about the change in seasons, and children then use the leaves to print with. Children swirl autumnal-coloured paints together and discover how different colours blend together and change. They experiment with sponges shaped like leaves, pressing them down and watching the paint ooze out. They learn about cause and effect as they notice if they press hard more paint comes out. They then 'splat splat splat' it onto the paper and show it to staff.
- Older children work together outside to paint an imaginary pirate ship. They use language for thinking and discuss what they should do next. Staff offer children different-sized brushes to help with their task, then respectfully move away to allow children space. Children decide the ship must be dried as it is too wet. Staff assist further by telling children where the paper is for drying, and more friends join in and the children delegate jobs among themselves.
- Caring staff nurture children and know them well. They make every effort to meet the needs of all children, including those with special educational needs

and/or disabilities. Staff consistently make eye contact with children and address them with positivity and warmth.

- Children eat home-cooked food together in a relaxed atmosphere. Staff sit with the children and encourage conversations. The nursery cook helps to design a balanced seasonal menu which is based on what children like to eat. Staff manage children's allergies. Parents report that they are happy with the level of care and consideration for their children's food likes and intolerances.
- Staff work together in partnership with outside agencies to promote healthy lifestyles for children. Children learn how to brush and take care of their teeth with help from a local college. Parents who are dentists are invited in to share their knowledge. Children enjoy extra-curricular activities, such as ballet and football, to help to develop their physical skills. Children grow fruit and vegetables in the nursery's allotment and taste their produce.
- The manager promotes a curriculum with children's happiness at the centre. Children are encouraged to be independent and curious. This can be seen throughout the nursery. Staff guide children to put on their shoes and socks and self-serve their food where possible. Children are encouraged to think for themselves and ask for what they want and need. This helps to prepare them for school.
- Staff observe children and monitor their progress using an online app. Parents enjoy the frequent updates on the app and appreciate the photos and videos of their children. The nursery has a high percentage of qualified staff and is committed to the continued professional development of all staff. However, the manager has not focused professional development for all staff to extend their knowledge of child development. This means that, on occasions, staff share some information with parents about their children's development which is misleading. Staff feel valued, and the manager and deputy are sensitive and responsive to staff's needs.

Safeguarding

The arrangements for safeguarding are effective.

The nursery is clean and safe. All staff are trained in paediatric first aid. They log accidents and incidents and call parents to notify them of more serious events. Staff carry out daily risk assessments. They make visual risk assessments throughout the day to keep children safe and minimise hazards. All staff have attended safeguarding training and 'Prevent' duty training. The manager tests staff's knowledge with questions. Staff know the signs and symptoms of abuse and what to do should there be a concern. They understand the arrangements for whistle-blowing.

What does the setting need to do to improve?

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

- focus professional development to help all staff to enhance their knowledge of child development further.

Setting details

Unique reference number	EY484576
Local authority	Richmond Upon Thames
Inspection number	10312574
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	38
Number of children on roll	38
Name of registered person	Brook House Nursery Ltd
Registered person unique reference number	RP905991
Telephone number	02082551365
Date of previous inspection	5 September 2018

Information about this early years setting

Brook House Nursery Ltd. originally registered in 1992 and re-registered as a limited company in 2015. The nursery is situated in Twickenham, in the London Borough of Richmond upon Thames. It opens for 51 weeks of the year, from 8am to 6pm, Monday to Friday. The nursery employs 14 staff who work directly with the children. Of these, one member of staff is a qualified teacher and 10 staff hold appropriate childcare qualifications. The nursery is in receipt of early education funding for children aged three and four years.

Information about this inspection

Inspector
Zoe Duggan

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector observed the quality of the education being provided across the nursery, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity in the baby room with the manager.
- Parents spoke to the inspector and shared their views.
- The manager showed the inspector relevant documents, including evidence to demonstrate the suitability of staff.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their 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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