

Inspection of Brindley House Childcare Centre

4 Burkes Road, Beaconsfield, Buckinghamshire HP9 1PB

Inspection date: 30 January 2024

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

Staff are caring and nurturing. Children receive cuddles and encouragement that helps them feel safe and settle at nursery. Staff plan a variety of exciting and interesting activities that builds on what children know and can do. Children develop a sense of achievement as they confidently explore story stones to create their own stories from the pictures on the stones. Children develop their communication and language as they work together to build their story.

Staff provide many opportunities for children to develop their early writing skills. Children enjoy making lists and writing postcards. They build strong hand muscles and hand-eye coordination as they practise cutting with scissors and using syringes in water.

Children build strong bonds with staff and their friends. They show care for each other and are beginning to understand that their actions have an impact on others. Staff support children's positive behaviour and attitudes to learning through their kind and respectful interactions. Children learn to make choices as a group together. This gives them opportunities to share their thoughts and opinions.

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

- The manager and staff create an environment that supports the learning and development of children. They use what they know about children and their interest to plan activities that build on what children know and can do. Children make good progress as they develop their skills in a range of exciting activities. For example, children learn to explore the ingredients of dough and how to mix them to create their own.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts, and vocabulary. Children enjoy listening to familiar stories and joining in with key words. Overall, staff speak clearly to the children to support their understanding and pronunciation of new words. However, not all staff are consistent in modelling language back to children and this impacts on children learning the correct pronunciation for simple words.
- Staff use assessment well to check children's progress. This helps them identify early any gaps in learning. They use this information to provide targeted support that will help children make the progress they are capable of. For example, staff plan small-group activities that support children to build and develop relationships with their peers. Children begin to make friendships and learn to be kind to each other.
- Parents know what their children are learning at nursery. Staff share with parents the learning for the week and share resources and guidance on how parents can support learning at home. Parents and children are able to borrow

books and activities from the lending library. Children enjoy showing their parents their favourite activities and books.

- A well-established key-person system helps children form secure attachments and promotes their well-being. Staff teach children the language of feelings, and support children to share their emotions. They are beginning to learn how their actions impact on others. As a result, children are kind and thoughtful towards their friends. They offer their toys and cuddles to their friends.
- The manager and staff help children and their families to gain an effective understanding of when they might be at risk, while using the internet, digital technology and social media, and where to get support if they need it.
- Children develop their confidence, resilience and independence as staff provide effective care practices. Staff encourage children to explore and take manageable risk as they play outside. Children enjoy a range of activities and apparatus that supports their physical development. They enjoy learning to ride balance bikes and learning about the space around them.
- The manager supports staff through regular supervisions. She reviews practice and discusses opportunities for professional development through training and coaching. Staff feel they receive good support and are valued in their roles.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance the support for staff to be more consistent in promoting communication and language.

Setting details

Unique reference number	EY366378
Local authority	Buckinghamshire
Inspection number	10312334
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	94
Number of children on roll	109
Name of registered person	Beaconsfield Childcare Limited
Registered person unique reference number	RP527530
Telephone number	01494 677 061
Date of previous inspection	26 April 2018

Information about this early years setting

Brindley House Childcare Centre registered in 2007. It is situated in purposely adapted premises, on two levels, in the new town centre of Beaconsfield. The nursery employs 45 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 3 or above. The nursery is open for most of the year. Sessions are from 7.30am until 6.30pm on Monday to Friday. The nursery receives funding for the provision of free early education sessions for three- and four-year-old children.

Information about this inspection

Inspector

Lisa Robinson

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.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents 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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