



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY286771

DfES Number:

INSPECTION DETAILS

Inspection Date 07/02/2005
Inspector Name Judith Mary Scott

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Brocklebank Early Years Centre
Setting Address Brocklebank Early Years Centre
76 Swaffield Road
London
SW18 3TJ

REGISTERED PROVIDER DETAILS

Name The Committee of Brocklebank Early Years Centre 04105820
1085190

ORGANISATION DETAILS

Name Brocklebank Early Years Centre
Address Brocklebank Early Years Centre
76 Swaffield Road
London
SW18 3TJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Brocklebank Early Years Centre opened in 1991 and was previously known as Brocklebank Nursery. It was formerly run by the Wandsworth Primary Play Association and is now managed by the Brocklebank Early Years Centre Management Committee. The nursery is located in purpose built, ground floor premises in Wandsworth, off Garratt Lane. It consists of a Baby Unit, a large playroom, a kitchen, an office, storage, staff and toilet facilities, plus an enclosed outside play area. A maximum of 30 children may attend at any one time.

There are currently 25 children aged from 6 months to under 5 years on roll. This includes three funded three year olds. Children attend a variety of sessions. At present, there are no children with special needs and no children who speak English as an additional language.

The nursery is open 5 days a week, 51 weeks a year. Sessions are from 08.00 to 18.00. It serves the local community and children attending mainly live in the surrounding area.

Fifteen full and part time members of staff work with the children. Twelve staff have early years qualifications, including NNEB, NVQ level 2 and 3 and three staff are unqualified, one of these is currently working towards a recognised early years qualification. The nursery employs a cook, a cleaner and an extra curricula music teacher.

The setting receives support from the Wandsworth Primary Play Association and the Early Years Development and Childcare Partnership.

How good is the Day Care?

Brocklebank Early Years Centre provides good quality care for children.

The nursery offers a warm, friendly, child focused environment for children and their families. The organisation of space, resources and materials allow children to move

around and play comfortably indoors, however, use of the outside play space is limited. The effective deployment of staff using a key worker system leads to positive and consistent care for the children with plenty of affection, attention and reassurance. Staff take a warm and caring approach and build good relationships with the children. There is a clear, daily flexible routine that provides free play and planned activities, both indoors and outside, meal times, naps and quiet times and outings to visit the local area. Staff demonstrate a good awareness of safety issues inside and outside the provision and there are plans in place to improve security and access. Staff understand the importance of good hygiene routines.

Play activities and learning opportunities are provided that are suitable for each child's age and development. Emphasis is placed on encouraging pre-school, language and social skills. Curriculum activity planning, developmental records and evaluation continue to be developed and shared with parents. Children under two years are in a bright, secure and interesting environment with activities and experiences to develop physical control and stimulate the senses. There is a selection of toys, books, resources and play materials that support the needs of children and offer opportunities for creative, imaginative, constructional, physical and social play.

The nursery aims to work in partnership with parents and respect their wishes. Good communication is felt to be essential and there is a regular exchange of verbal information, plus daily report sheets for all the children. Parents' evenings are to be introduced. Records are generally well maintained, however, some systems lack the required details.

What has improved since the last inspection?

Not applicable

What is being done well?

- A balance of suitably qualified staff is maintained. Many instances of positive interaction observed between staff and children. The staff are responsive to children's needs and involve themselves in their play and discussion using praise and encouragement. The children are interested and involved in the activities provided and play happily with opportunities to explore and investigate.
- Registers are maintained so that children are carefully monitored and their safety well supported.
- Provision for children under two is good. Staff give attention to meeting their individual needs and exchanging information with their parents.
- There is an appropriate range of childcare equipment and furniture.
- Appropriate arrangements are in place to meet children's specific and special dietary needs. Children are treated as individuals and respected and valued. Resources reflect positive images of culture, ethnicity, gender, disability and

so on. Positive attitudes are demonstrated towards caring for children with special needs.

- Staff manage children's behaviour in a caring, patient and consistent manner, giving clear boundaries and expectations and using suitable and age appropriate strategies. Good behaviour is valued and encouraged. Children generally behave well and respond to the staff's requests and guidance. Pre-school and social skills are encouraged such as sharing, taking turns and clearing up routines.
- Staff are friendly and approachable and build good relationships with parents. Responses to parents' questionnaires indicate they are happy with the quality of care offered by the nursery.

What needs to be improved?

- the details and CRB status of all newly appointed committee members and staff,
- the maintenance and detail of the accident, incident and medication records

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
14	ensure the systems for recording accidents, incidents and medication include all relevant details and signatures and provide Ofsted with the

	details and CRB status of all newly appointed committee members and staff.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Brocklebank Early Years Centre provides good quality nursery education overall, which enables children to make generally progress towards the early learning goals. Children are making generally good progress in all areas except knowledge and understanding of the world, where there are significant weaknesses.

Teaching is generally good. Personal social and emotional development is supported by the good relationship and communication staff have with children and, staff in-depth knowledge of each child's needs. Staff join in children's play and make very good use of planned focused activities to help children learn. They keep detailed observations of children's progress, but do not identify the next step for their learning. Staff skilfully develop children's language, by maintaining dialogue with them and asking questions that encourage children to think and talk about what they are doing, but do not make effective use spontaneous opportunities to extend children's learning or make use of the resources to develop knowledge and understanding of the world, or make good use of the outside play area. There are systems in place to support children who have special needs or speak English as an additional language.

Leadership and management are generally good. In the absence of the manager the deputy provides supportive guidance for the staff. There is good teamwork and staff are motivated and enthusiastic. New methods of planning and evaluating activities have been introduced and there is commitment to improving the nursery education provision but, staff have yet to attend training on the foundation stage curriculum.

Partnership with parents is generally good. There is effective informal communication regarding children's progress and parent's views are valued. Parents receive good information about the setting, but do not have opportunities to meet formally with staff or receive written information about the activities and the foundation stage curriculum.

What is being done well?

- Staff have a patient and effective approach to managing children's behaviour. They encourage the children to share the resources and take turns and to understand the consequences of their behaviour.
- Communication between staff and children is good. They ask children open ended questions that encourages them to listen and engage in conversations that interest them, for example, talking about their real life experiences at home over the weekend.
- Staff develop extremely positive and caring relationships with the children and respond with interest to what children do and say. They join in children's

play with enthusiasm and give them support with using the accessible resources successfully.

- There are good planning systems in place, which include short, medium, and long term plans within identified learning objectives. Staff make best use of focused activities to promote learning of all children. They effectively implement the questions and vocabulary to be used with the children during the activity and record their observations of what individual children know. Staff make good use of written activity evaluations to inform future planning.

What needs to be improved?

- the staff knowledge of the foundation stage curriculum and the early learning goals and how to use resources and activities to extend children's learning in all areas of play
- the assessment of children's progress to ensure there are clear links between the next step for children's individual learning and activity planning
- the opportunities for children to make progress in knowledge and understanding of the world and the use of outside play area for children to have a wide range of experiences and to develop skills in climbing, sliding, and balancing.
- the formal opportunities for staff and parents to share information about children's individual progress, including the next step for their learning and the information given to parents about planned activities and the foundation stage curriculum

What has improved since the last inspection?

Not Applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show affection towards each other and are beginning to interact and play with resources together. They quickly co-operate with staff expectations of behaviour, for example when learning to share and approach staff with confidence when they need reassurance. Children show interest in the resources and activities and have a sense of pride in their own achievements for example, when painting a picture of their own face. There are too few opportunities for children to develop independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff make effective use of resources such as hand puppets, that encourage children to concentrate and sit quietly during large group story times. They ask children open ended questions that encourages them to listen and engage in conversations that interest them, for example, talking about their real life experiences. Children draw and make marks, however, there are too few opportunities for children to find and recognise their name and learn about the sounds of letters in all activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children willingly attempt to count in numerical order to five, for example, when singing songs and staff introduce counting to ten in outside play. They are beginning to recognise and name different colours and are learning to complete simple puzzles. Staff teach children to use size language such as big and little, for example when comparing the size of their hands however, there are too few opportunities for them to use language to describe shape position and quantity within all activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Staff teach children about different cultural celebrations such as Chinese New Year by learning about animals and trying different food. Children construct with magnets and Lego, but do not learn to independently assemble and join materials through craft activities. They investigate real life objects in the office area, such as calculators and hole punchers, but do not explore natural resources or learn about the features of living things. They do not show interest in the IT equipment.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show very good hand and eye co-ordination when threading beads, but there are too few opportunities for them to use one handed tools and handle malleable materials. They are good at negotiating a pathway when walking and running with indoor wheeled play equipment such as dolls prams and can run and jump into hoops with both feet together. There are too few opportunities for children to use large outdoor equipment and develop skills in climbing, sliding, balancing.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children join in with enthusiasm during large group singing sessions, can copy related actions and are beginning to learn the words of familiar songs. They make good use of the role play resources and play imaginative games together. Children paint at the easel but do not use their bodies to explore texture or space. They express their ideas by pulling funny faces in the mirror. An additional music teacher helps them to show an interest in the way musical instruments sound.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve staff knowledge of the foundation stage curriculum and the early learning goals and how to use resources and activities to extend children's learning in all areas of play
- improve the assessment of children's progress to ensure there are clear links between the next step for children's individual learning and activity planning
- improve the opportunities for children to make progress in knowledge and understanding of the world and the use of outside play area for children to have a wide range of experiences and develop skills in climbing, sliding, and balancing
- improve the formal opportunities for staff and parents to share information about children's individual progress, including the next step for their learning and the information given to parents about planned activities and the foundation stage curriculum

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.