

Brookfield Day Nursery Ltd

Inspection report for early years provision

Unique reference number 113545
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Inspector Helen Penticost

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Brookfield Day Nursery Ltd was registered as a full day care facility in November 2000. It operates from a converted detached house within the Crawley Area. The Nursery is open each weekday from 7.30am to 6.30pm and is open throughout the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered to provide care for 80 children under the age of eight years and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 150 children aged from three months to under five years on roll. The nursery is in receipt of funding for early education for three and four year olds. The nursery serves children of parents who commute to the area in connection with their employment. The nursery is able to support children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 17 members of staff. Of these, 16 hold appropriate early years qualifications and five of these staff are further developing their professional qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the early years age range make excellent progress in their learning and development, as highly effective methods for observation and assessment clearly identifies individual children's next steps. Overall, children's individual welfare needs are met well and there is a strong ethos in providing an inclusive environment. Partnerships with parents are excellent which ensure a consistent approach to children's welfare and learning. Self-evaluation is successfully used to self-assess and monitor the overall effectiveness of the nursery to ensure continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the processes for nappy changing and potty training to ensure that children's play is not disturbed and that their privacy is respected
- improve access to drinking water to ensure that it is easily accessible to all age groups of children.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention as practitioners have a clear, consistent message about their role in reinforcing child protection, including information regarding if an allegation is made against a member of staff. Vetting procedures are rigorous for new members of staff, and there is evidence of Criminal Record Bureau checks being held and recorded. Children, in turn, are able to play in a safe environment as practitioners are vigilant and good attention is given to safety of equipment and risk assessments. Detailed risk assessments are carried out regularly, as well as ongoing visual checks to ensure children's safety and well-being, both on and off the premises. Fresh drinking water is available throughout the nursery; however, the placement of jugs and cups does not always allow children to independently access water. Procedures for nappy changing and potty training do not consistently provide children with adequate privacy and these procedures are carried out as part of nursery routine, which occasionally disturbs children who are engrossed in their play experiences.

Good leadership and management creates a strong, dedicated staff team where everyone works together effectively to create an inclusive environment for all children. All necessary records and documents are in place and maintained accurately. Documents and records are stored securely, reviewed diligently and used effectively by the qualified, skilled staff team to provide an excellent framework for the care of children. All staff take part in an induction, annual appraisal and return to work interviews following time off. Self-evaluation is used to monitor practice in all areas, resulting in the clear identification of targets for further improvement.

Staff develop a good knowledge of each child's backgrounds and beliefs, which enables them to fully value each child as a unique individual. This results in every child making effective progress from their specific starting points. Children benefit from a highly stimulating and welcoming environment which is very well resourced and promotes their learning. Babies have toys and equipment laid out for easy access, whereas other age groups are encouraged to self-select from low-level open storage, which encourages their independence.

Partnerships with parents are excellent. Parents and carers are continually kept very well informed about the provision and their children's achievements, well-being and development through the nursery's exemplary procedures. For example, through the delivery of workshops, parents experience first-hand the range of activities and experiences their children participate in. Parents comment very positively about the nursery, stating their children receive an excellent standard of care. Staff also work well with other providers and agencies. They develop clear communication channels between all parties involved with the child, which enhances children's care, learning and development.

The quality and standards of the early years provision and outcomes for children

All children within the nursery are very happy and extremely settled. They are forming excellent links with the staff and their peers which ensures they are confident to explore the exciting learning environment and participate with activities. Children are developing into confident, self-assured individuals because staff act as very positive role models. Their very good behaviour is attributed to the highly stimulating environment, where they have great fun participating in a wide range of challenging play experiences.

Children's awareness of safety issues is very well promoted through an interesting range of hands-on learning experiences and regular events. For example, when using scissors children learn how to use them correctly and safely, protecting not only themselves but others too. Visits by the fire brigade significantly enhance children's learning by providing them with quality first-hand experiences that promote their natural curiosity as learners. Children gain a good understanding of how to be healthy through the well planned menus, which provide a balanced, nutritious diet of home-cooked food. Snacks encourage children to try a range of fruit and staff duly record children's individual dietary needs.

All children, including babies, are beginning to develop excellent early skills. They explore their surroundings with increasing interest, becoming active and inquisitive learners. Children's learning is significantly enhanced by a skilled staff team, who continually chat and question children as they play. They enjoy listening to stories because staff use expressive language, which engages their interest in the story and older children are challenged during storytelling activities, as they are encouraged to recall familiar aspects of stories and to answer questions about what is going on.

Children's understanding of numbers and counting are very well promoted through staff creating learning experiences during everyday events. For example, when setting the table for lunch, children are encouraged to state how many children are going to sit at the table, how many name cards they have and how many more they will need. Baking activities provide opportunities for children to weigh and count ingredients out. Children show great skill as they freely access the computer, completing various programmes with minimal support. Their exploration and investigation skills are very well promoted through daily outside play experiences.

Children engage in an extremely wide range of physical play activities both inside and outside, which develops their skills and promotes their well-being. Staff skilfully support babies to extend their physical skills as they explore the small indoor trampoline, the tent and the ball pool and as they pretend to stir using the wooden spoons and bowls. All children participate in an exciting range of creative and messy play activities, which often incorporate mark-making experiences. For example, babies explore the texture and feel of paint as they move it around the table creating patterns and marks with their fingers. Older children enjoy writing on the white boards and older children enjoy exploring gloop, watching in awe as it drips from their hands.

Children make excellent progress in their learning and development. Highly effective individualised planning, observation and assessment systems are used to monitor children's progress and to identify and plan for their next steps for learning. This ensures children's progress is effectively promoted in all areas of learning. Parents are actively encouraged to contribute to their children's learning and development. For example, parents record children's achievements from home and bring them into the nursery and children take home weekend packs which contain a variety of activities for children to complete with their parents.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met