

# Brocklebank Early Years Centre

Inspection report for early years provision

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**Unique reference number** EY286771  
**Inspection date** 07/11/2011  
**Inspector** Lesley Hodges

**Setting address** Brocklebank Early Years Centre, 76 Swaffield Road,  
London, SW18 3TJ  
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**Email** Brocklebank.cc@btconnect.com  
**Type of setting** Childcare - Non-Domestic

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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

Brocklebank Early Years Centre opened in 1991 and was previously known as Brocklebank Nursery. It is managed by the Brocklebank Early Years Centre Management Committee. The nursery is located in purpose built, ground floor premises in Wandsworth. It consists of a baby room, toddler room, pre school room, a kitchen, an office, storage, staff and toilet facilities. There is a secure, enclosed outdoor play area. A maximum of 30 children may attend at any one time.

There are currently 32 children aged from six months to under five years on roll. This includes five children in receipt of nursery education funding. Children attend a variety of sessions. The setting is able to support children who have learning difficulties and/or disabilities and those who speak English as an additional language but does not support any at the present time.

The nursery is open five days a week, 51 weeks a year. Sessions are from 08.00 to 17.45. It serves the local community and children attending mainly live in the surrounding area.

There are fourteen members of staff in total. Of these, twelve members of staff hold an appropriate early years qualification including the centre manager. Other members of staff are currently studying for higher levels of qualification. The setting receives support from the Wandsworth Primary Play Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play in a stimulating environment where they can choose from a wide range of age appropriate equipment. Staff know the children well and interact warmly with them, however daily routines are not always used to their full potential to help children make sufficient progress in all areas of development. Staff have satisfactory knowledge of the requirements of the Early Years Foundation Stage curriculum but do not always clearly plan for children's specific development needs. The management team have improved many areas of the provision and are continuing to do so therefore the setting is likely to make the necessary progress and improve outcomes for children successfully.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- Ensure the record of children's hours of attendance is maintained at all times for all children looked after on

07/11/2011

the premises

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

- maximise children's opportunities to engage in activities to develop skills in Information Communication Technology.
- extend children's understanding of numeracy problems and counting by using regular daily routines to develop knowledge and skills for the future
- improve the use of observation and assessment systems across the staff team to more consistently plan learning opportunities and experiences for children

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate a sound knowledge of their role in safeguarding children. They are aware of their responsibility to report any concerns they may have about children in their care. Robust arrangements are made by the management team to check that only those who are cleared as suitable work with children. Good arrangements for departure ensure that children only leave with known adults. Risk assessments are carried out successfully with particular attention paid to minimising potential hazardous materials. Effective procedures are used for babies' and children's hygiene with staff using appropriate equipment to prevent cross infection. Children practice evacuation procedures regularly with staff to protect them in the event of an emergency. Although an attendance record is in place for all children, departure times are not consistently recorded. This is a breach of the regulation.

Partnerships with parents are developing and the management team are reviewing ways to make improvements in this area. Parents are encouraged to stay with children for a settling in period and parents are happy with these arrangements. Staff and parents are beginning to meet to discuss children's progress and the setting is considering having a more flexible approach to times of meeting to make it more practical for parents to attend. Whilst staff recognise the development needs of children, they do not plan clearly to maximise opportunities in daily routines or focused activities for all areas. All children are therefore making at least satisfactory progress and the management team are developing ways to improve staff understanding of the full requirements of the Early Years Foundation Stage. Managers reflect on most areas of the provision however aspects of reflection and improvement are not always communicated clearly to staff and this impacts on children's development potential.

The management team are planning to improve partnerships with the local school to aim for good outcomes for children when they are attending both settings. They are currently reviewing the best way to approach this for the coming year.

Children and staff at the setting represent a wide range of backgrounds and cultures and everyone is treated with respect. Children are encouraged to welcome

everyone during the morning welcome song, giving children opportunities to learn the names of their friends. Staff demonstrate knowledge of children's individual dietary requirements and the system for communicating these needs is effective.

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

Children are encouraged to play in a clean, welcoming environment. They move freely between activities, choosing between adult led and free play pursuits. Children generally settle well when they arrive and staff are aware of particular needs. Children feel safe in the setting, talking about their firework pictures on the wall. Some resources reflect aspects of diversity and equality but this was not evident in the books available to the children. Some equipment to cover Information Communication Technology was available as part of home corner activities, but children were not able to experiment freely with the computer. Children are beginning to learn the importance of good personal hygiene before snack and lunch times. They are developing independence skills as staff support the hand washing routine. Children receive healthy snacks and choose the items they would like to eat. The more able children pour their own drinks and others are assisted by staff. Children enjoy playing musical instruments and joining in with physical exercise and songs as part of routines. The outside area is used for a range of activities at various times of the day. They play with sand, look at puzzle pictures and excitedly join in with ball games and play in the wendy house.

Children's behaviour is managed appropriately. Staff explain clearly why certain behaviour is not appropriate. When children get distracted at story time they are reminded to 'listen with their ears' but some younger children find it difficult to concentrate for the whole story. Children learn about safety as they practice evacuation procedures regularly. They take trips to the two parks within walking distance and try out different activities there such as playing with balls.

Staff set out a range of activities for the children and these are changed throughout the day. Children can choose from the activities in the area in which they are playing. They use stamps, paintbrushes and their hands to make pictures and play with small world toys such as dolls house figures.

Children contribute to the routine of the setting as they help staff to tidy up the toys. They enjoy wiping up their spilled water at the snack table, bringing paper towel from the sink to carry out the task. Daily routines do not consistently give opportunities for children to learn about counting and calculating at their different levels. For example, children do not count at snack or welcome time and are not given opportunities to problem solve with number challenges. There is little mathematical language used with children and although some observations are made in this area, children would benefit from regular counting and calculating activities.

This setting has made effective improvements since the last inspection and the management team have plans to improve further. These planned improvements,

along with more effective staff training on the full requirements of the Early Years Foundation Stage will further improve outcomes for children.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified on the early years section of the report (Records to be kept) 07/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified on the early years section of the report (Records to be kept) 07/11/2011