

Brambles Nursery School

Inspection report for early years provision

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Inspector Cilla Mullane

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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

Brambles Nursery School is a privately owned nursery and moved to its current premises in 2011. It operates from rooms in the Blossom Children's Centre in Deal, Kent. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year, closing for two weeks at Christmas.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 26 children aged from two years may attend the nursery at any one time. There are currently 71 children on roll. The setting is in receipt of funding for nursery education for three and four year old children.

There are 11 members of staff, nine of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 3. Currently one member of staff is undertaking a qualification.

[MSOffice1]Removed because if there is not access problem, comment is not required.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive and make great progress from their individual starting points due to adults' skilled and sensitive interactions and response to their interests and individual learning needs. Children are interested, confident, challenged and motivated, and are gaining skills which will be of great benefit to them in their future learning. An exciting and stimulating environment, with a fantastic range of resources is accessible to the children, and they make maximum use of the indoor and outdoor areas. The extremely well qualified and competent staff group are skilled and sensitive in their interactions with children. Parents' views are very much respected and valued, and every opportunity is taken to engage with them, to include them in their children's play and learning, and to maintain a two way dialogue. Extremely effective systems of self evaluation lead to the setting's excellent ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- monitoring and evaluating the progress and learning styles of groups of children

The effectiveness of leadership and management of the early years provision

The nursery is very well organised. Extremely well-qualified staff, work very well as a team, are proud of the nursery and share an ambitious vision for the future. Health and safety procedures are very well implemented to keep children safe. Adults demonstrate an excellent knowledge of child protection procedures.

Staff work very effectively so that all children make the maximum progress from their starting points. Progress is carefully monitored so that gaps in learning are noticed and addressed. Children who are learning English as an additional language are included and well integrated within the group, confidently engaging with staff. Resources which show children the diverse nature of our society are plentiful and used effectively to help children learn to respect differences. Staff considered the different learning styles of boys and girls and take positive steps to accommodate both. For example, they encourage boys to use their imaginations by introducing engaging resources, such as the workbench in the role play area.

The nursery uses comprehensive and thorough systems to monitor and evaluate all aspects of children's care and learning. As a result the quality of the provision is constantly improving. For example, a member of staff has responsibility for overseeing the children's individual learning plans, and these are therefore of consistently good quality. Plans for future development are very well targeted and challenging. They include increasing adults' knowledge of forest schools in order to enhance the quality of children's outdoor learning and play.

The setting finds numerous innovative ways of involving and informing parents. Workshops provide social occasions, where useful information is offered. For example, workshops about healthy lunchboxes and story sacks. Parents are invited to a parents' forum and have opportunities to influence policies and procedures. There is a photo frame in the entrance lobby to enable parents to see their children at play, offering reassurance. Parents express their great satisfaction with the quality of information in their children's developmental folders, the approachability and friendliness of staff and the excellent communication.

Some children attend other settings, such as childminders and there is a good three-way exchange of information via communication books. When children attend after school settings, nursery staff gain a useful general insight into the child's school day from the teachers. Although no detailed information is exchanged regarding developmental progress.

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

Children make excellent progress in all areas of learning. This is due to the wonderful environment and also adults' careful and expert planning of challenging and achievable next steps in their learning. Furthermore, staff respond

enthusiastically to children's interests and extend activities which capture their imaginations, such as 'superheroes' and 'pirates'. This results in children being inspired by activities and making the most of opportunities to learn. Well established links with other professionals who work with the children enable those with any special needs and/or disabilities receive support as early as possible so that they reach their full potential.

The environment is thoughtfully prepared, and resources are of extremely good quality, often unusual, challenging and varied. This enables children to initiate their own play and learning, develop self-chosen projects, and solve problems. Children who have been inspired by work about pirates and treasure collect items for a treasure chest. They also make telescopes, working out how to do this with support from staff. A great array of creative materials is well used. Children select a pot of glue, take it to the table, and then choose glitter or pasta to create their desired result.

Children concentrate superbly on chosen tasks, such as carefully cutting out pictures. They enthusiastically make good use of resources to initiate their own activities. Skilful use of a phonics programme, draws children's attention to the rhymes and sounds which make up words. This greatly contributes to their speaking and listening skills. Children are curious and inquisitive, for example finding a magnifying glass to examine the fish. They are therefore developing an excellent range of skills so that they are really well prepared for their move to school and for their future learning.

The nursery has compiled a leaflet showing the adults in the setting and examples of activities and toys. Parents can take this home before children start attending to familiarise children with the nursery. This enhances their sense of security and belonging. Children have trusting relationships with adults and approach them confidently, knowing they can rely on a positive response.

Children gain an excellent understanding of leading a healthy lifestyle. They independently follow routines in the bathroom, remembering to flush the toilet and wash their hands carefully without reminders. They play out of doors enthusiastically, having free access to the exciting garden. They hone their physical skills and solve problems. This is through climbing up the banks using ropes and finding slippery boards to slide back down. Adults are on hand to supervise, but children are enabled to take risks in a safe environment and therefore gain confidence and coordination.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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