

# Brocklebank Early Years Centre

Brocklebank Early Years Centre, 76 Swaffield Road, London, SW18 3TJ

<b>Inspection date</b>	26/09/2013
Previous inspection date	07/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children engage well in their chosen activities because staff provide interesting tasks based on children's skills and interests.
- Staff place high priority on children's safety. They have good knowledge of how to protect children from harm and implement this well in their practice.
- Children are happy and settled because staff know them well and meet their needs effectively.
- Management has good awareness of the strengths and weaknesses of the nursery and sets realistic goals for development, in order to improve outcomes for children.

### It is not yet outstanding because

- Staff do not maximise opportunities for children to learn to recognise their names to support their literacy development.
- Links with local schools are not fully developed in order to support children as they move on to the next stage in their learning.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector and manager carried out a joint observation of an adult-led group activity.
- The inspector tracked the progress of several children.
- The inspector observed interaction between staff and children.
- The inspector sampled a range of documentation.
- The inspector spoke to staff, parents and children and took their views into consideration during the inspection.

## Inspector

Jennifer Beckles

## Full Report

### Information about 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. There is a secure, enclosed outdoor play area. There are currently 46 children in the early years range on roll. The nursery receives funding for free early years education for children aged two and three years. Children attend a variety of sessions. The nursery supports children who learn English as an additional language. The nursery is open five days a week for 51 weeks a year. Sessions are from 8am to 5.45pm. There are eleven members of staff. Of these, seven members of staff hold appropriate early years qualifications, the manager holds a degree in early years and the remaining staff are unqualified. One member of staff is working towards further qualifications.

### What the setting needs to do to improve further

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

- maximise opportunities for children to recognise their names to support their literacy development
- develop partnerships with local schools further to support children in their educational transfers.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children make good progress in this warm, well-organised nursery. This is because staff plan a variety of engaging activities based on the areas of learning and on children's skills and interests. Staff provide a good balance of structured activities and enable children to create their own play by selecting resources of their choice. This supports children's independence and learning well.

Children learn the names of different body parts as they sing action songs enthusiastically. Children enjoy stories because staff engage with them effectively. They read in lively tones and ask children challenging questions about the story characters. Children practise their language skills as they make spontaneous comments on stories. Staff support children's early reading skills through daily sessions on letters and sounds. However, staff do not maximise opportunities for children to recognise their names during every day

activities, to help support their literacy development further. Staff effectively support children's number skills in daily routines, such as counting the number of cups needed at lunchtime. Children learn to sort and group objects using a wide range of resources. Children develop good skills in technology. For example, they operate simple computer programs, which supports different areas of learning. Children enjoy exploring the properties of paint as they paint recognisable pictures. They express themselves imaginatively while taking part in pretend play and a wide variety of creative activities. These experiences help children to develop useful skills for school.

Staff encourage babies to crawl and select resources of their choice. Babies learn about cause and effect as they press buttons on electronic toys to hear different sounds. Staff support babies' communication skills well by teaching them new words to describe the different types of sounds the toys make. Babies enjoy using their senses to explore a range of everyday objects and materials. They confidently make marks in paint, flour and a wide range of creative materials. These activities support their early drawing and writing skills well. Babies develop a good variety of physical skills as they crawl through tunnels and climb over soft play cushions.

Children enjoy moving in different ways. For example, they balance across logs, propel forwards when riding on wheeled toys and enjoy running and jumping over different obstacles. Children have good opportunities to learn about how things grow because they plant seeds outdoors. However, opportunities to support children's learning in the outdoor area are not extensive. For example, there are few areas where children can sit and talk together in order to promote language and social skills. The nursery recognises this need and has plans in place to develop the outdoor area further

Staff support children who learn English as an additional language effectively. For example, staff learn key words in a child's home language to help children communicate. They use gestures and visual props to stimulate discussion and language development.

Staff evaluate regular observations of children to plan children's next steps for learning well. They collect a range of evidence of children's skills, including art work and photographs and use these to inform planning. Progress checks for children aged between two and three years are completed efficiently and written summaries are provided to parents.

Staff keep parents up-to-date on their children's progress through daily interaction and regular parents' meetings. Parents share their observations of their children with staff, which provides good opportunities for parents to contribute to their children's learning.

### **The contribution of the early years provision to the well-being of children**

Children are secure and content within the nursery. Staff get to know children by finding out about their skills and interests when they first arrive at the nursery. They use this information to meet children's needs well. Staff effectively support the individual needs of babies by adapting nursery routines to resemble their home routines. This helps babies to

settle happily. Visual timetables help children to understand the nursery day, which helps them to settle well.

Children benefit highly from the nursery's good range of resources. Staff effectively teach children how to be safe. For example, they remind children to walk across balancing logs one at a time in the outdoor area, and to ride wheeled-toys with an awareness of others. Children have good self-care skills and wash their hands at appropriate times. Staff explain the importance of these routines, which helps children understand the importance of good hygiene. Children develop good safety awareness because staff encourage them to walk indoors and to handle tools safely. Arrangements for babies' health are good. For example, staff change nappies in clean, comfortable, hygienic and private areas.

The nursery cook prepares fresh, healthy meals for children to enjoy. Menus cater for special dietary needs well. Children develop good independent skills because staff encourage them to pour their own drinks and use cutlery to feed themselves. Children's physical skills develop well because of the daily visits to the local park and through playing in the outdoor area where they enjoy using a range of equipment in the fresh air.

Staff manage children's behaviour effectively. They talk gently to the children and offer explanations for why certain behaviour is unacceptable. Staff also encourage children to think about how they can resolve any minor issues for themselves. Staff help children to develop self-awareness because they talk to them about different feelings and how to manage them. Staff provide good support for pre-school children by talking with them about school life. Although staff share information on children's development with local schools, links are not as extensive as they could be to support children's moves on to the next stage in their learning. Children settle well into new group rooms at the nursery because they spend time getting to know staff and new environments.

Staff effectively teach children to understand and value differences by talking about the many different cultural and religious backgrounds of the children who attend the nursery. Children enjoy celebrating special events by making craft items.

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

Staff work well to keep children safe. They receive regular safeguarding training and know procedures to follow should they have concerns about a child. Staff carry out regular risk assessments covering all aspects of the nursery, including outings, which protects children further. The nursery management carry out thorough checks on all new staff to assess suitability for their roles and this strongly supports children's safety. An effective range of policies and procedures are in place. Staff implement these well, which helps to protect children from harm.

The management identifies the professional needs of staff through appraisals, and arranges for staff to attend relevant courses, such as training on support for children's communication, language and literacy skills. This has had a positive impact on children's

learning. For example, staff use pictures and props while telling stories to encourage children's language development. Staff receive regular supervision and this provides them with effective practice support.

The management has good insight into the quality of planning and assessment because it checks all staff plans and records of children's assessment. This also helps to identify gaps in children's learning and enables appropriate plans to be put into place to support them further. The management spends time in group rooms to observe staff practice and this supports the quality assurance of the nursery.

There are good partnerships with parents. This is because parents contribute to their children's learning and staff consistently inform them of their children's progress. The management also has positive links with a charitable organisation, which provides advice and support on all early years matters.

The management has good awareness of the strengths and weaknesses of the nursery and has clear priorities for development. For instance, they plan to develop the outdoor area to provide wider learning opportunities for children. Previous recommendations have been successfully met. For example children's hours of attendance are now clearly recorded by staff. The nursery operates well and shows good ability to maintain this in the future.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY286771
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	814729
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Brocklebank Nursery
<b>Date of previous inspection</b>	07/11/2011
<b>Telephone number</b>	0208 877 3875

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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