

Brambley Hedge Nursery

Peckforton Hall Lane, SPURSTON, Tarporley, CW6 9TG

Inspection date	22/04/2014
Previous inspection date	24/10/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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

- Teaching is good and often outstanding because most staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children progress well given their starting points and capabilities.
- Staff are welcoming and friendly. They provide a very comfortable and relaxed environment where children settle quickly, are happy and develop secure relationships with staff and their peers. This promotes their emotional well-being excellently.
- Children's health, safety and well-being is very well promoted at all times, through the comprehensive policies and procedures in place, which are implemented by staff and thoroughly monitored by management.
- Management and staff work well as a team, to continuously improve the quality of the provision. Everyone is involved in the evaluation of practice and implementation of identified improvements, benefitting the children's experiences in the setting and ultimately, their progress.
- Partnerships with parents are well established through frequent information sharing about their child's day and their achievements in the setting. This ensures that each child's unique care and learning needs are well promoted by all those involved.

It is not yet outstanding because

- There is scope to enhance the already good reflective practice to include peer-on-peer observations to enhance and extend the existing good standard of teaching.

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 observed activities in the three playrooms and the outside learning environment.
- The inspector conducted a joint observation of outdoor play with the manager.
- The inspector held meetings with the manager of the setting and spoke with the directors, staff and children at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector reviewed a range of policies and procedures including safeguarding, fire safety and risk assessments.
- The inspector checked evidence of the suitability and the qualifications of the staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Sharon Lea

Full report

Information about the setting

Brambley Hedge nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single-storey building in the Spurstow area of Tarporley, and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there are two enclosed areas available for outdoor play. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at levels 2 and 3, one holds a degree in early years at level 6 and the manager has Early Years Professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 57 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the existing good standard of teaching by extending the programme of peer observations to enable staff to review and reflect on the quality of their own and others' teaching.

Inspection judgements

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

Children make very good progress in all areas of their learning and development. This is because the staff carry out regular observations of the children during play to assess their skills and identify their current interests. They then use this information to plan a wide range of activities and opportunities which support the children's identified next steps in learning. Planning is based upon a range of topics, such as seasons, celebrations or favourite stories and is reviewed weekly, responding to the current interests and learning needs of each individual child. Children have opportunities to develop their own ideas and interests through the resources available through the continuous provision and activities led by adults, aimed at developing further knowledge and skills. This ensures that children have a good balance of child-initiated experiences and adult-led opportunities. Although staff implement planning, this is flexible to respond to the changing interests of the children. For example, during a topic on spring, some of the older children demonstrate an unrelated interest in pirates. Staff acknowledge this and develop a range of activities to support their interest, such as making treasure maps, searching for hidden treasure and having a pirate themed day where they dress as pirates. On the whole, teaching is good and some elements, particularly provided by experienced staff members, who understand how to extend children's thinking, are outstanding. This is because staff know how to engage with the children and foster high levels of motivation through their enthusiasm.

Consequently, children make good progress in their learning, which enables them to be well prepared for the next stage of their lives and in preparation for school.

Children make very good progress in their communication, language and literacy skills, enabling them to become confident communicators. Babies and children of all ages enjoy sharing picture books and stories with staff and engage happily with songs and action rhymes. Weekly sessions with the music lady, who plays a range of instruments with the children, develop their interest in singing and music further still. Staff model language well, speaking clearly and repeating words to support younger children in their language development. Older children are continually engaged in conversation by staff who listen to their responses and ask open-ended questions to further their thinking. Older children also have the opportunity to participate in weekly French lessons, led by a qualified French teacher, where they learn how to speak the language through a range of fun and interactive activities. Parents comment that their children's language skills have developed very well through attendance at the setting. Children enjoy a print-rich environment where resources and displays are labelled with pictures and print. Older children are taught early phonics in order to be able to recognise and say letter sounds, and mathematical understanding is promoted through many opportunities to recognise numbers, count and sort objects. Opportunities for early writing are available in all rooms and outdoors and children are encouraged to recognise and write their own names when they are ready to do so. These opportunities support children's developing literacy skills well, in readiness for the next stage in their learning, such as school.

Effective partnerships between parents and staff are well established and given a high priority by staff. This is because staff understand the importance of developing positive relationships in order to promote consistency of support with regards to children's care, learning and development. Parents share detailed information on entry to the setting about their child's personality, skills and development with their child's key person. This enables the needs of the child to be met from the outset and provides a more accurate assessment of children's starting points regarding their development. Parents are actively encouraged to review their child's learning journals at any time and to contribute observations about their child's learning at home. Summaries of each child's learning and development are shared regularly with parents and the required progress checks at age two are completed with parents at the appropriate time. This ensures that children's needs are continually assessed and planned for and that children who require additional support receive this at the earliest opportunity. Learning links between home and the setting are promoted well through the loaning of 'story in a bag' sacks in the baby and toddler rooms. Older children can take home a bear to enjoy their weekend or holiday adventures with, sharing these through the bear's diary on their return. These opportunities support parents in developing communication and language skills with their children and shared reading, in readiness for the transition to school.

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

The emotional security of the children is given an exceptionally high priority by all staff, who take time to get to know each child and their unique needs. There is an excellent key person system and settling-in procedure in place, ensuring that children quickly and

happily settle, forming strong attachments and superb relationships with the staff and other children. Parents comment that they are very happy with the friendly and caring atmosphere of the setting and the very high standard of care that their children receive from the staff, who they acknowledge genuinely care about their children. They also express a high level of confidence that their children are safe and secure in the setting. Parents share information with staff about their child's care needs, interests and achievements on entry to the setting. This enables staff to appropriately support the child's needs and provide for their interests from the outset. As a result, children have strong and secure emotional attachments with the staff. This enables them to enjoy their time and make very good progress in all areas of their development and learning, in a safe and secure environment. Similarly, transitions between rooms within the setting and on to school are equally well supported, in partnership with parents and the new key person or teacher. This ensures that children's needs are consistently promoted and are excellently supported.

Children of all ages develop their independence in self-help skills extremely well. This is because staff know the children exceedingly well and recognise when they are ready to take responsibility, such as managing their own toileting and hygiene needs or putting on their own coats for outdoor play. Staff encourage children to try something for themselves before they intervene with support, such as rolling up their own sleeves before playing in water. This helps the children to develop positive attitudes, which extends their belief in their own abilities and enhances their self-esteem. Toddlers and older children are encouraged to serve their own meals and pour their own drinks. They do this very competently because staff provide serving implements which are an appropriate size and are therefore manageable for small hands. Children help to share out the cups, plates and cutlery and when they have finished eating, they clear away their plates and cutlery skilfully. An understanding of the importance of hygiene is fostered from an early age, through staff role-modelling hand washing before they eat and reminding them to do this after using the toilet or outdoor play. It is evident that because children have daily opportunities to manage these skills for themselves, they learn to do these extremely well, enhancing their sense of achievement. Therefore, they develop valuable skills which will benefit them throughout life. Staff create a very inspiring and enabling learning environment for all ages. High-quality toys and equipment are in good order and easy to find. All areas of the premises are clean, safe and secure with staff attentive in promoting a safe environment. The learning environment enables children of all ages to independently select resources of their choice, supporting them to extend their play and their developing imagination. Displays celebrate children's creativity and the many photographs showing them engaged in activities, celebrate the skills they have used and the learning gained from these experiences. Positive behaviour is highly evident and children happily play together in this calm and caring environment. This is because the staff understand the importance of ensuring that children are stimulated and actively engaged in play, to prevent them from becoming bored, and support the children in working together. If staff need to support older children with an issue, such as sharing, they manage this very well through developing the children's skills in conflict resolution. Children are reminded about listening to others, using good manners, sharing and taking turns, and these are reinforced throughout the day. Staff provide exceptional role models in being kind and respectful to one another and actively encourage children to be sensitive towards others. This results in children being polite and respectful, and confident to

communicate their ideas with others. These personal skills in managing their emotions and developing positive relationships support children extremely well towards the next stage of their learning, such as school.

Children enjoy daily fresh air and exercise, developing physical skills and confidence as they enthusiastically play in the large and well-equipped outdoor areas in all weathers. Staff supervise children in using a wide range of resources, such as climbing frames, swings and balancing beams. Children use small gardening tools to plant flowers and vegetables, learning about how things grow and how to care for them through helping to water them regularly. Staff provide children with opportunities to challenge their physical skills and learn how to keep themselves safe through setting out resources to create assault courses. Awareness of how to keep themselves safe is also promoted during outings in the local community. Children wear high visibility jackets and staff effectively develop their understanding of how to cross roads safely. Staff support children well in understanding the importance of a healthy diet through discussions about healthy food choices. Because the children self-serve their meals, this enables them to have portions according to their appetites and individual preferences, and also supports them to try other foods which they may not have tasted before. Snacks are provided mid-morning and mid-afternoon and staff eat fruit with the children at these times, role-modelling healthy eating practices.

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

The manager has a very good understanding of her role and responsibility in ensuring that the setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Comprehensive policies and procedures, risk assessments and safety measures are all in place, implemented by staff and monitored by management. These are reviewed regularly or when it is identified that amendments need to be made. Detailed accident and medication records are maintained and signed by parents, keeping them informed at all times. Information from accident records is used to further assess potential risks, review existing risk assessments and to inform staff practice. Staff carry out daily risk assessments indoors and outdoors, helping to ensure that the environment is free from hazards. Regular fire drills are conducted and fire safety has recently been reviewed by a fire officer, ensuring that the setting is fully meeting the requirements. Staffs' knowledge of the safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns they may have about children or their colleagues. The written safeguarding policy contains detailed information of the procedures to follow should any concerns about a child be identified, and information is evident in every room to support staff in making a referral to the appropriate agencies. Thorough recruitment procedures are in place to ensure that new staff are suitably qualified and vetted. On appointment, a detailed induction process is carried out, supporting new staff to settle into the setting and enabling them to fully understand their roles and responsibilities. Confidentiality is maintained at all times and all personal information is securely stored and accessible only to the management team. All of these measures in place, ensure that effective steps are taken to minimise risks and to keep children safe, healthy and secure.

Staff benefit from established supervision and appraisal processes which are used to identify support, highlight training and meet their development needs. There is scope, however, to support staff development further, through the introduction of peer observations, to enable staff to review and reflect on the quality of their own and others' teaching. Staff receive mandatory training in safeguarding and first aid and attend additional courses provided by the local authority, when these are available. It is evident that staff training has a very positive impact upon the setting, as staff demonstrate how they have put ideas they have gained into practice. For example, developing 'spaces to talk' both indoors and outdoors, to support the development of children's language and communication. The nursery benefits from the manager having Early Years Professional status, positively influencing the standard of teaching and care within the setting. Her skills have been identified by the setting's directors, utilising these to develop and deliver in-house training in this and the other settings within the company. The manager's enthusiasm and commitment to improving the quality of the setting is outstanding. Parents comment positively about her strong belief in her role, in meeting the needs of the children, to the highest possible standard and the investment made by the directors to continually improve the provision. Evaluation of the setting's strengths and areas for development is ongoing and involves contributions from staff, parents and children. Parents can share their opinions verbally at any time and through regular questionnaires. The setting has ongoing development plans and staff work well together to achieve identified improvements, such as enhancing the existing opportunities in the outdoor areas. This demonstrates the aspirations of the staff team to continuously improve the quality of the provision. Systems are in place to monitor the quality of all areas of the provision. This involves the manager observing the staff interacting with the children, conducting room reviews and ensuring that children are making progress through reviewing their development profiles. This means that the manager is able to identify those who are making good progress and that any gaps in learning or the provision can be addressed swiftly.

Effective partnerships between parents and staff are well established. This ensures that each child's care and learning needs are well met throughout their time in the setting. Parents report that they are happy with the standard of care that their children receive. They share that they can identify the benefits of their children attending the setting, due to the progress they are making in their learning and development, such as increased use of language and enhancing their independence skills. Daily written and verbal information is shared with the parents of babies and toddlers. In the older children's room, verbal information is shared each day. This ensures that a two-way flow of information is encouraged between parents and staff on a daily basis, keeping everyone informed and up to date about the children's needs. Parents receive regular newsletters, a range of information through notice boards, have access to a website and receive frequent updates on their children's progress. Parents are also encouraged to participate in the life of the setting through attending stay and play sessions and events, such as graduation ceremonies, for children when they leave to go to school. Effective partnerships with external agencies and local schools are also well established and contribute securely to meeting children's needs. Staff work well with other professionals, such as speech and language therapists, to support children who require this additional support. Teachers are

invited to meet those children who will shortly be transferring to school, enabling information to be shared about individual children's personalities and needs.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY257179
Local authority	Cheshire East
Inspection number	971409
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	31
Number of children on roll	57
Name of provider	Brambley Hedge Nursery Limited
Date of previous inspection	24/10/2011
Telephone number	01829 260676

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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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