

Brookdale Day Nursery Ltd

Hala Road, LANCASTER, LA1 4QJ

Inspection date	19/06/2014
Previous inspection date	18/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- The quality of teaching is very good. Children are stimulated and motivated to learn, engaged in activities that meet their individual needs and are effectively supported by staff to make good progress.
- Children are effectively safeguarded because staff are vigilant, policies and procedures are rigorously adhered to and staff are well trained in safeguarding.
- Children are very confident and show high levels of self-esteem. This is because staff create very strong bonds and attachments with children and families, thus promoting high levels of emotional well-being.
- Partnerships with parents, external agencies and other providers contribute to ensuring that children's needs are well met, and that they are well prepared for their next stage in learning.
- The exciting and stimulating indoor and outdoor environment contributes well to children's progression in their learning and development.

It is not yet outstanding because

- There is room to enhance the initial assessments by obtaining more precise information from parents about children's learning and development, when children first start at the nursery.
- There is scope to enhance children's independence and self-help skills even further so that they gain a bigger sense of responsibility and pride in their achievements.

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 had a tour of the indoor and the outdoor areas of the premises and observed and talked with children as they played throughout all areas of the nursery.
- The inspector conducted a joint observation with the education manager.
- The inspector held discussions with the registered provider, the education manager and the welfare manager at convenient times throughout the day.
- The inspector spoke with parents and carers on the day and viewed completed parental questionnaires, taking their views into account.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the providers self-evaluation form.
- The inspector looked at a wide range of documentation, including relevant policies and procedures, accident and medication forms and children's files containing observations and assessments.

Inspector

Janice Caryl

Full report

Information about the setting

Brookdale Day Nursery Ltd opened in 1999 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a limited company and operates from a converted house in Lancaster, Lancashire. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am until 6pm all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for across five rooms and have access to a large enclosed outdoor play area divided into three sections. There are currently 45 children in the early years age range. Following this inspection, the nursery will receive funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently 15 members of childcare staff, 14 of whom hold appropriate early years qualifications at level 3, and one holds a childcare qualification at level 2 and is currently working towards a level 3 qualification. The education manager holds Early Years Professional status and Qualified Teacher Status. The nursery has completed the 'Step into Quality' award scheme and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- gather more precise information from parents, at the start of a placement, about their child's abilities so that staff are clear about children's starting points and can focus planning more effectively to help each child make even swifter progress

- maximise opportunities to support children's independence skills even further during routine activities; for example, by giving them more opportunities to take responsibility for certain tasks, such as setting the tables at lunch time or being the specific helper for the day.

Inspection judgements

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

Staff have a very good knowledge and understanding of how children learn. Consequently, the environment and experiences provided for children are wide, varied, inclusive and engaging. Initial assessments are undertaken once children have settled, so that a baseline for progress is established. However, there is scope to enhance on-entry assessments by gathering even more information from parents and carers when children first start at the nursery. Staff continue to regularly observe children and assess their next steps, which informs the planning for each and every child. As a result, activities and experiences are tailored to meet each child's individual needs so that they make good progress. In

addition, children are supported effectively following assessments from a local authority funded speech and language screening programme. Targeted support identified through the 'Wellcomm' intervention activities mean children's speech and language is successfully supported and enables continual progress. Children with special educational needs and/or disabilities are supported very well. This is because key persons liaise closely with parents, carers and other professionals to ensure specific targets are set to support children's learning and development. Assessments on all children are precise and monitored effectively to ensure any gaps in learning are quickly identified to enable early intervention as necessary.

Children are very happy and settle quickly to explore their environment indoors and outdoors. This is because staff ensure it is stimulating, exciting and meets all their individual interests. For example, younger children use their senses to play with natural objects such as wooden spoons, sponges and containers on the floor. They repeat these experiences while sitting outside on a rug in the sunshine. This means they get fresh air and develop their social skills watching older children at play. Older children engage in role play as they use the small recycling tubs to collect 'rubbish'. When asked by staff what they are doing, they confidently reply, 'collecting rubbish to go to the dump'. Staff promote lots of communication and language as they ask further in-depth questions, challenging children to think more deeply. Children get lots of opportunities to learn early mathematical skills as staff play alongside them encouraging them to match the colour of the spoons with the bowls. Children count the spoons and later find they are missing. Children take great delight in looking for them and staff make the hunting fun as they provide clues and suggestions as to where they are. They include prepositional language such as, 'Have you looked under or inside?' They promote recall as they ask children, 'how many spoons are we looking for?' Children are taught to recognise their name from a very young age as they find their name and coat pegs, and self-register. As a result, they happily and competently learn the skills ready for school. Children are taught to be very independent, for example, taking off their boots after playing outside and putting on their own shoes. In addition, staff teach them to manage their own cutlery at mealtimes and make their own sandwiches and wraps. Consequently, children's self-help skills are fostered well. Children enjoy picking, gathering and cutting up fruit from the nursery orchard developing an understanding of growth and development. Although children's independence and self-help skills are promoted well, there is scope for them to take even more responsibility for small tasks, in order to develop an even stronger sense of belonging and self-achievement. Staff promote children's early literacy skills through providing a wide range of good quality books. Children enjoy looking at and listening to stories. Staff effectively involve them as they all sit on the floor together so that children can interact, touch the books, turn the pages and point to the objects. As a result, they develop a love of books and reading and discover that reading has a purpose.

Staff effectively work with parents and carers. They keep parents up to date with their children's progress through key person meetings, daily informal discussions and communication diaries for the youngest children. Staff encourage older children to talk to parents about their daily activities, supplemented by information provided by themselves. This means that children are also involved in the continued sharing of information between home and the nursery and gain a sense of belonging. In addition, the nursery operates an open door policy, which means parents and carers can come at any time to

view their children's files. Parents and carers are very complimentary about the nursery and say they are always kept well informed and involved.

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

Children form very close attachments to their key persons. This is because the welfare manager closely monitors settling-in procedures and links children to the most appropriate staff person. Babies and younger children form secure attachments with their key person in the baby quiet room. Consequently, babies thrive and enjoy relationships that are close, warm and supportive. This helps them to develop a strong sense of emotional well-being from the start of their time in nursery. Although other key persons do not stay in specific areas with their key children, children still demonstrate their close attachments. For example, children who are upset are immediately responded to and taken to their key person, if not easily pacified. This means they are always emotionally supported by the caring staff team but have a familiar adult to turn to when necessary. Staff create a warm and inclusive environment that is accepting of everyone. The strong sense of inclusivity runs throughout the nursery. This is achieved by displaying different languages in written form throughout all rooms. In addition, multicultural resources are abundant and positive images show the diverse world in which we live. Furthermore, children are taught about different cultures and countries so that they gain a wider understanding people and their communities.

Staff effectively promote children's behaviour. This is because they are good positive role models who apply fair and consistent boundaries. In addition, children are respected and valued, helping them develop high self-esteem and an understanding of each other's differences. Children are taught to recognise their own feelings through activities and displays, which effectively promote discussion. Furthermore, activities such as circle time encourage children to listen to each other as they share experiences and achievements. Consequently, children learn to be patient and take turns, while developing good social skills. The management and staff at the nursery are very pro-active in promoting healthy lifestyles. Healthy snacks consisting of fruit and raw vegetables are attractively presented to children, which makes them enticing to eat. Children are also involved in growing a wide variety of fruit, vegetables, herbs, edible berries and flowers. As a result, they develop a good understanding of the benefits of growing and eating fresh foods which are healthy and nutritious. Furthermore, parents and carers are supported in providing good wholesome packed lunches. This is because managers liaise closely with the local children's centre and representatives from the local health authority, to obtain packs of information that are distributed to parents. As a result, a consistent message about healthy eating is shared between the nursery and home. Children learn the basic rules of hygiene as they wash hands before eating, playing outside and using the toilet. Consequently, they learn about how to prevent cross-contamination. The large expanse of garden means children have lots of opportunities to keep physically active and develop physical skills. For example, children are able to run, climb, ride bikes, scooters and vehicles and play a wide variety of ball games. Staff support children in learning to walk, providing lots of praise and encouragement as they challenge children to stand and take more steps. Plans to teach children the skills of batting a ball, similar to tennis, are linked to the Wimbledon season. This helps children to make connections between community

sports and their own physical activities. Children develop a very good awareness of how to manage risk. For example, young children are taught how to safely come down the stairs. Once outside, there are numerous areas for all children play, practise new skills and test their capabilities. Younger children learn to toddle and walk on the different surfaces of tarmac, grass and bark. Staff support older children to carefully place their feet as they climb trees and children take great delight in rolling down the grassy banks. As a result, children learn to keep safe through experiencing exciting activities, supported by vigilant staff.

Transitions for children within the nursery are seamless. This is because the children are not based always in one room, but are able to move around. In addition, children mix together when they play outside, developing relationships with each other and all the staff. As a result, they gain a strong sense of familiarity within the whole setting. Good relationships with other childcare providers ensure effective communication is maintained. This benefits children through shared learning opportunities, resulting in consistency and continuity of the care and education. Managers and staff effectively support children in being emotionally prepared for their move onto school. Staff liaise closely with parents to discover which schools children are to attend. They talk with children about their new school, the new routines and their teachers. In addition, they read books together and do role-play activities. As a result, children are able to share any fears, anxieties or excitement through play and with adults with whom they are already familiar, supporting their emotional well-being. In addition, teachers are invited to visit the nursery and meet the children and discuss their learning, development and progress so that children are fully supported when they move on.

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

The management and staff ensure that children are kept safe and protected at all times. The organisation of the nursery administration systems are greatly improved since the last inspection. The welfare manager closely monitors all safeguarding and welfare procedures to ensure they are adhered to at all times. Consequently, there is safe and efficient management at the nursery which is well maintained. Staff recruitment is robust with all pertinent records easily obtainable. They show clearly that all staff have been appointed through strict procedures. In addition, records show that they are thoroughly vetted through the Disclosure and Barring Service checks. This helps to keep children safe from harm or abuse. In addition, all staff are suitably trained in child protection procedures. They demonstrate a good awareness of the procedures to follow if they have a concern over a child's welfare. This includes what to do should there be an allegation of abuse made towards a member of staff. Consequently, children are further helped to be kept safe. Staff have current first-aid certificates, which means they are able to administer support in the event of a minor injury or emergency. They demonstrate how they follow the accident procedures fully, by informing parents and carers of any accidents that befall the children. Furthermore, the medication policy is strictly adhered to by ensuring that medicines are stored safely and securely and are administered efficiently. All the required documentation is completed thoroughly and shared effectively with parents and carers. This ensures safety at all times and all those involved in the child's welfare are kept

completely informed. Robust risk assessments are completed along with daily checks of the environment, indoors and outdoors. This means that children are able to play and explore confidently and safely with all risks minimised.

The management and staff have a very good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. This means that the children receive a broad range of exciting and stimulating activities that meet their individual needs. The education manager effectively monitors the educational programme to ensure all areas of learning are successfully covered. In addition, assessments are carefully monitored to ensure that any gaps in learning are identified early to enable interventions to be sought as necessary. As a result, children make good progress towards the early learning goals relative to their individual needs. Furthermore, the purchase of a new software computer programme has aided the efficiency of staff observations. In addition, it is successfully contributing to the effectiveness of the monitoring process. Managers complete annual appraisals on staff and monitor staff performance through regular observations and supervision meetings. Staff are also taking on some responsibility for monitoring themselves through peer to peer observations. As a result, the quality of interactions between staff and children is high. Continuous professional development is encouraged at all times and shared with other staff during staff meetings. For example, recent training around screening children to assess their speech and language has recently been cascaded to the whole staff team. As a result, staff develop their skills and children benefit from good quality teaching and assessment.

The management team is striving to continually improve the quality for children and families. They have successfully addressed all the actions and recommendations from the last inspection. They continually self-reflect and prioritise areas for development. Managers and staff work closely with parents, staff and children to seek their views and opinions. This helps ensure that there is a collective approach. Furthermore, the nursery management and staff are eager to continue with the following stages of a local quality assurance scheme, thus demonstrating their commitment. The partnership with parents is strong and secure. Parents are very supportive of the nursery, and are eager to help by attending social and fundraising events. Information display boards provide parents and carers with a broad range of information about any events, staff deployment and links to other services. Parents comment on how they are kept fully informed and involved and feel valued and respected. The secure links with the children's centre helps to ensure that there is a multi-agency approach to meeting the needs of children and their families. Furthermore, assistance from other professionals, such as physiotherapists and occupational therapists, helps to ensure that key persons plan targeted support for those children who need it.

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	EY356272
Local authority	Lancashire
Inspection number	963293
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	39
Number of children on roll	45
Name of provider	Brookdale Day Nursery Ltd
Date of previous inspection	18/10/2013
Telephone number	0152 464740

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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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