

# Brinsley Childcare

Brinsley Primary School, Moor Road, Brinsley, NOTTINGHAM, NG16 5AZ



<b>Inspection date</b>	24 February 2015
Previous inspection date	9 December 2010

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

## Summary of key findings for parents

### This provision is good

- Children are developing good communication and language skills. They are articulate and confident when communicating with adults and other children.
- Children progress well due to strong relationships with staff and their key person.
- Children follow good hygiene routines. They enjoy healthy snacks and participate in regular physical exercise, which promotes their good health.
- Staff promote successful partnerships with parents and outside professionals. Parents receive good information about the provision, activities on offer and their children's progress. This means children's individual needs are well met.
- Staff have a good understanding of safeguarding policies and procedures and, as a result, safeguard children's welfare well.

### It is not yet outstanding because:

- The outdoor learning environment is not fully developed to include all areas of learning, to support children who learn best outside.
- Opportunities for children to explore and investigate their own ideas and find new ways to do things during sensory activities are not fully maximised.

## What the setting needs to do to improve further

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

- enhance the outdoor learning environment to give children who choose to learn outside a wider range of learning experiences
- extend children's opportunities to explore and investigate sensory activities so that they can develop their own ideas and ways of doing things.

### Inspection activities

- The inspector observed activities in the playrooms and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff working within the setting, and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

### Inspector

Lianne McElvaney

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a wide variety of interesting activities well matched to children's current age and stage of development. Children access a wide range of resources inside. However, opportunities for children to access all areas of learning outside are less well developed. This reduces some learning opportunities for those children who are more active and prefer to learn outside. They gain a good range of skills, including early reading, preparing them well for school. The quality of teaching is consistently good. As a result, children of all age groups and abilities make good progress. Staff support children well when they explore how colours mix, using paint in a salad spinner. Good questioning techniques promote children's language and communication well by encouraging them to describe what is happening as the colours mix together creating patterns. Staff make sure resources are relevant to children's interests. They set up exciting areas, linked to popular children's films and allow them to enjoy uninterrupted time to play and explore. However, occasionally, staff do not maximise opportunities for children to explore and find their own way of doing things. For example, limited sensory play activities mean that children have fewer opportunities to investigate and explore materials.

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

Children show good levels of confidence and develop positive relationships with staff. Staff are responsive and support children when they become upset during their first few weeks of attending. Staff know the children and their families well and, as a result, children settle quickly. Children receive lots of praise and recognition for their efforts and achievements, which helps to promote their self-esteem and confidence. Children develop independence and self-help skills as they help to tidy up toys, pour their own drinks and are encouraged to try to put on their own coats. Staff are good role models and consistently reinforce positive behaviour. Children develop positive attitudes to others and to learning, that help them get ready for the move to school. Children have good opportunities to be active and engage in physical play outdoors. They learn to take risks as they ride push-along-toys down a slope.

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

The manager and her staff team safeguard children well. They ensure all areas are risk assessed and are free from hazards. The manager and deputy work well together, demonstrating a secure knowledge of the learning and development requirements. They monitor the educational programmes well, which ensures activities help children to make progress. Regular meetings take place with the staff team to review the quality of provision. The manager uses supervision sessions with staff members to discuss children's assessment information and monitor their progress. This enables staff to identify where support may be needed, securing the correct intervention if required. Parents benefit from regular opportunities to meet with staff. They comment on the positive relationships staff have with children and babies, to enable them to settle quickly.

## Setting details

<b>Unique reference number</b>	EY412603
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	851303
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	9 December 2010
<b>Telephone number</b>	07500934874

Brinsley Childcare registered in 2010. It is situated in the Brinsley area of Nottinghamshire. The setting is based in an annexe on the Brinsely Primary school site. The provision works in partnership with the school and children's centre, and offer flexible childcare. The opening hours are from 7.45am until 6pm, five days a week, for 50 weeks a year. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. One member of staff is unqualified.

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