

Brambles Nursery

Jermyns Road, Reydon, Southwold, Suffolk, IP18 6QB



Inspection date

20 March 2015

Previous inspection date

13 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide a wide range of activities that promote children's learning effectively. Children are enthusiastic, active learners who are keen to explore and investigate independently.
- Children benefit from a well-resourced learning environment and teaching is consistently good. They are well prepared for the next steps in their learning, including the move to school.
- Staff build strong attachments with children and parents which supports children's sense of well-being and security.
- Staff fully understand their role in safeguarding children. They provide a high quality nursery that is welcoming, safe and stimulating.
- Strong teamwork and the sharing of knowledge and expertise, ensures that there are high expectations for all children.
- Managers have a clear vision and show drive and enthusiasm. They are motivated to continuously improve the nursery.

It is not yet outstanding because:

- Staff collect information from parents for each child on entry to the nursery. However, this does not always include sufficient detail about what children know and can do, regarding their early learning.
- Displays of children's work do not always contain examples of written language to enhance children's literacy development.

What the setting needs to do to improve further

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

- increase the communication with parents regarding the level of initial information, based more on what children know and can do when they first start at nursery
- extend and challenge children's language and literacy development further, for example, by adding more written language, questions and comments on displays.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager and spoke to staff and children.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation, including risk assessments and policies.
- The inspector also took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Caroline Clarke

Inspection findings

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

The well-qualified staff provide stimulating activities based on children's interests. For example, pre-school children excitedly make and decorate 'cakes' in the mud kitchen. Such activities promote good development across many areas of learning. Staff do not ask parents for sufficient information about what their children know and can already do when they first start. Initial assessments are not always as sharp and focused on learning and development as possible to build a more detailed picture of each child's skills on entry. Staff play alongside children, using effective questioning and language skilfully to help children learn. All children, including those learning English as an additional language, are confident talkers. Staff observe children closely as they play, making accurate assessments and planning carefully for their next steps in learning. Children gain the skills they need for school by practising early writing, counting and phonics skills. Children have a good understanding of routines, listening well and concentrating on tasks for long periods. They show independence and confidence, knowing where to find equipment and how to tidy up. Displays of children's work do not always contain enough written language to pose questions for children and challenge their literacy development further.

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

Staff encourage children to learn about keeping healthy by providing nutritional snacks and plenty of fresh air and exercise. The outdoor learning space is used daily. Resources are stored and organised so that they are accessible to children and promote child-initiated play. Children behave very well and learn how to take turns because staff manage situations consistently. For example, children are reminded to use 'walking feet' as they move from one part of the nursery to another. Children move around the nursery independently and are encouraged to develop their self-help skills as they put on their coats to play outside. Staff encourage children to grow in confidence by taking risks within a safe environment. For example, they support and encourage them as they climb along the obstacle course. Good settling-in procedures are in place, ensuring that families are well supported emotionally, when their children first join the nursery.

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

Managers have a thorough understanding of their responsibilities and implement a range of policies and procedures to support the work of the nursery. Children's progress is monitored effectively, ensuring that any gaps in progress are quickly identified and addressed. Strong partnerships with outside professionals and other providers mean that all children, including those with special educational needs and/or disabilities, make good progress. Parents are very positive about the nursery, stating how much progress their children have made, how their interests are challenged and how keen they are to attend. Managers have a clear understanding of what the nursery does well and how it can further improve. The strong and highly-qualified staff team continually strives to improve outcomes for children and are passionate in their roles.

Setting details

Unique reference number	EY298156
Local authority	Suffolk
Inspection number	861641
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 14
Total number of places	38
Number of children on roll	83
Name of provider	Pre-School Learning Alliance
Date of previous inspection	13 January 2010
Telephone number	01502 724726

Brambles Nursery was registered in 2005 and is run by the Preschool Learning Alliance. The nursery is open Monday to Friday, from 8am to 6pm all year round. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 10 members of staff, most of whom hold early years qualifications to at least level 3. One member of staff has achieved Early Years Professional status. The nursery provides funded early education for two-, three- and four-year-old children.

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