

# Educare For Early Years (Brockhall)

Damson Close, Brockhall Village, Blackburn, BB6 8HL



<b>Inspection date</b>	17 August 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children's behaviour is superb and staff are excellent role models. Children are consistently encouraged to use good manners.
- Staff build strong relationships with children and they know them well. They are continuously positive with children and this encourages their participation and helps them to grow in confidence.
- Children are highly self-motivated in their play and during care routines. Staff frequently praise them for their efforts and children are encouraged to do things for themselves.
- Very good systems are in place to gather specific information about children when they begin to attend. This helps staff to make accurate assessments of children's developmental levels and promptly provide for their care and learning needs.
- Managers effectively analyse assessment information and any slowing of progress is identified promptly. Managers know how to liaise with external agencies to support children who have gaps in their learning.
- Incisive self-evaluation and precise development planning accurately identify how the nursery can further drive towards attaining the highest standards.

### It is not yet outstanding because:

- Strategies to engage parents are not always highly effective in helping them to understand children's progress and continue their learning and development at home.
- The quality of teaching is not yet consistently outstanding and, on occasions, staff miss opportunities to extend children's learning.

## What the setting needs to do to improve further

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

- develop ways of engaging parents even further and help them to precisely guide children's learning and development at home
- make better use of opportunities to develop high-quality interactions with children and drive the quality of teaching to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector jointly observed an activity with the deputy manager and a member of the quality assurance team.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector held discussions with the deputy manager and a member of the quality assurance team.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.

### Inspector

Lisa Bolton

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff are well trained and have a very good understanding of their role in safeguarding. Managers keep themselves up to date with local authority procedures to help to protect children from harm. Highly effective arrangements are in place for the recruitment, vetting and regular supervision of staff. Staff have a strong focus on keeping children safe. Managers have an excellent understanding of the early years foundation stage requirements. They are highly reflective and innovative systems have recently been introduced to encourage staff to evaluate their practice. Furthermore, staff are supported to increase their childcare qualifications. Staff and managers are focused on building partnerships with the local community and generally, parent partnerships are beginning to grow stronger.

### Quality of teaching, learning and assessment is good

Children are happy in their play and staff are energetic and fun. The quality of teaching is generally good and the teaching delivered by the quality assurance team is often outstanding. Thorough observations are linked to assessments of children's progress and staff use this information to support their planning. Staff provide learning environments which are specifically tailored to the developmental needs and interests of children. They know children well and understand how to motivate them. Staff have a good focus on communication and language. They use effective strategies to help to extend children's vocabulary. Staff skilfully incorporate mathematical learning into children's play. Pre-school children are well prepared with the skills and attitudes for their future learning. Staff provide a range of activities and experiences that children will take part in at school.

### Personal development, behaviour and welfare are outstanding

Children are extremely well supported to develop their physical well-being and skills. Babies experience a range of sensory experiences and toddlers explore their growing mobility through an exceptional range of physical play experiences. Pre-school children are effectively challenged through adventurous play and activities that help to develop their small-muscle skills. Mealtimes are extremely well-planned learning experiences appropriate to children's ages and stages of development. Children practise their physical and social skills in a relaxed, orderly environment. In the pre-school, children show great pride in taking on extra responsibilities and helping with tasks, such as serving meals. Staff talk with children about the ingredients in their meals and explain why it is important to eat healthily, and how healthy food is essential to make their bodies grow strong. Children learn how to assess risk and keep themselves safe. For example, pre-school children willingly assist one another as they carefully manoeuvre across an obstacle course in the woodland area.

### Outcomes for children are good

Children show high levels of engagement and they develop independence from an early age. Children are working at age expected levels and some are working beyond age expectations. All children make sustained progress over time. They make at least expected progress and mostly good progress from when they begin to attend.

## Setting details

<b>Unique reference number</b>	EY490431
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1016766
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	86
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Educare For Early Years Limited
<b>Registered person unique reference number</b>	RP534673
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01254247766

Educare for Early Years (Brockhall) was registered in 2015. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including one with early years teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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