

Brinsley Childcare

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



Inspection date

30 June 2017

Previous inspection date

24 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff observe children to find out what they can do. They use this information, along with their knowledge of children's interests, to plan what they need to learn next.
- Children behave well. They understand the rules and boundaries in place. Staff consistently praise the children, helping to promote their confidence and sense of self-esteem.
- The well-qualified staff work together very well. Their strong teamwork is evident through their good teaching. The example they set contributes to helping children developing the ability to form positive relationships with others.
- Parents are very pleased with the service they receive. They comment that staff are very welcoming and inclusive, and help their children to settle and feel at ease when they first start.
- The manager and deputy analyse the progress of individual and groups of children. They use this information to improve experiences for children and help them make even better progress.

It is not yet outstanding because:

- Staff do not consistently identify when to challenge and extend the learning of older or the most able children as they play.
- The manager does not yet fully use systems for staff supervision to identify ways to build even further on their already good practice.

What the setting needs to do to improve further

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

- support staff to make better use of opportunities to extend and challenge children's learning to the highest levels, particularly for older or the most able children
- strengthen the systems that are in place for staff supervision, focusing on raising the quality of teaching to an even higher 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are well trained and have a good understanding of their role in safeguarding. They know what to do if they are concerned about a child's welfare. The manager keeps herself and the staff up to date with the local authority's procedures to help keep children safe. Policies and procedures are well known and implemented by staff. The manager and staff carefully reflect on the quality of the nursery. They consider the views of parents and children when evaluating the success of any changes they make and when planning future improvements.

Quality of teaching, learning and assessment is good

The well-qualified staff have a good understanding of how young children learn and develop. They know children and their current interests well and use these to engage them successfully in learning. Children talk about their families and experiences and they are confident to speak in front of other children and adults. Staff play alongside children. They talk to children about what they see them doing and introduce new words to help extend their growing vocabulary. Children develop their understanding of mathematical language as they play. For example, children use words, such as 'full' and 'empty' as they fill containers with sand. Staff develop close partnerships with parents and other settings that children attend. They share information about children's progress with parents, staff and teachers. This helps to provide continuity and consistency in children's learning.

Personal development, behaviour and welfare are good

The nursery has a calm and friendly feel, and children are warmly welcomed by staff. They are given time to form special bonds with their preferred key person, who in turn responds to their individual needs. Children enjoy being active in the fresh air and they adopt good hygiene routines that help to promote their good health. Staff are positive, calm and sensitive in their approach to behaviour management. Young children enjoy picking the strawberries that they have grown to eat for a snack. Children confidently engage in conversations and ask questions, showing that they feel safe and secure. Older children play cooperatively with their peers, sharing and taking turns without prompting.

Outcomes for children are good

All children make good progress in their learning and are developing the skills they need for their move on to school. The manager and deputy track the progress made by groups of children effectively to identify where improvements to the environment can be made. For example, staff created a space-themed role-play area to encourage boys to engage more in imaginative play and literacy activities. Babies explore their attractive surroundings with pleasure and confidence. Younger children develop good imagination skills when initiating their own play themes outdoors, in the role-play kitchen. Children are keen to have a go at doing things for themselves, such as putting on their own coat, and they develop good self-care skills. Older children are independent and motivated learners.

Setting details

Unique reference number	EY412603
Local authority	Nottinghamshire
Inspection number	1094413
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	32
Number of children on roll	46
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	24 February 2015
Telephone number	07500934874

Brinsley Childcare registered in 2010. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one has a level 2 qualification. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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