

# Brambley Tots Day Nursery

Brambley Tots Day Nursery, Ivel House, Mill Lane, BIGGLESWADE, Bedfordshire, SG18 8AZ

<b>Inspection date</b>	08/01/2013
Previous inspection date	24/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 educational programmes for all children are planned to include interesting activities, which cover all areas of learning. Staff ensure that these are monitored so that they consistently meet children's individual needs.
- Staff demonstrate a good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage and support children in promoting their learning through play.
- The well-established key person system ensures that all children form secure bonds and attachments and their well-being is effectively promoted. This means that children are happy, settled and build good friendships.
- Children's language development is a priority for staff who are confident in extending children's vocabulary and helping them build sentences and learn new words.
- Effective systems for performance management and self-evaluation support staff in improving their knowledge, understanding and practice. In addition the safeguarding and welfare requirements are met.

### It is not yet outstanding because

- There is scope to develop children's independence at meal times to ensure that they are able to pour their own drinks and serve their own food.
- Links between the nursery and the local primary schools are not fully developed to provide children with the best possible preparation for the next stage in their learning.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in all main playrooms and the two outside learning environments.
- The inspector carried out a joint observation with the acting manager.  
The inspector looked at children's assessment records, planning documentation,
- evidence of staff suitability to work within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and through emails sent directly from parents.

## Inspector

Jo Rowley

## Full Report

### Information about the setting

Brambley Tots Nursery was registered in 2002, and re-registered under current ownership in 2010 on the Early Years Register. It is situated in a detached Victorian house in Biggleswade, Bedfordshire and is privately owned and managed. There are two separate and fully enclosed areas available for outdoor play. The nursery serves the local community and is accessible to all children. The nursery employs 16 members of childcare

staff who work directly with the children. Of these, 14 hold an appropriate early years qualifications at level 2 or above including, three staff with an early years degree at level 6.

The nursery opens Monday to Friday all year round, except bank holidays and the week between Christmas and New Year. The nursery is open from 7am until 6pm and children may attend for a variety of sessions including half and full days. There are currently 83 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and it supports children who speak English as an additional language as well as children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- develop children's independence, with particular reference to allowing them to pour their own drinks and serve their own food at meal times
- improve relationships with schools to support children's transitions more effectively.

### **Inspection judgements**

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

Children of all age groups within the nursery are provided with a variety of interesting and challenging activities, which meet their needs well. All areas of learning are promoted throughout the nursery with the focus being on the prime areas for babies and younger children. For example, younger children enjoy the feel of various textures as they mix ingredients together while making play dough with a member of staff. Some children demonstrate, through facial expressions, a dislike to the feel of the mixture and staff are quick to support them with this. Staff throughout the nursery demonstrate a good knowledge and understanding of the revised Statutory Framework for the Early Years Foundation Stage with most of the staff having attended additional training to develop this. Children are motivated, engaged in their learning and show good concentration skills. For example, in the pre-school room they display perseverance skills during a threading activity and the more able children show a genuine kindness towards others as they help them with their threading saying, 'I will help you'. Babies and toddlers clearly enjoy the music played in their room as they are up, moving and dancing around to it. Even the non-mobile babies move their bodies and wiggle their feet to the music, promoting their physical development.

Older children's early writing skills are developing well and evidence of this is displayed in the pre-school room. They have independent access to a range of resources. They are encouraged to write their names on their work and have clearly labelled drawers to keep their pictures in, promoting their sense of belonging. Older children have good opportunities for developing their physical skills and practise their writing as they use clipboards and pencils. They have opportunities for using marker pens on a wipe board, and painting during outside play, which, for pre-school age children, is free-flow and therefore allows them independent choice of where they play. Younger children's language development is promoted through the many planned and spontaneous stories they listen to. This is further promoted as they join in with a story about a 'bear hunt' while playing outside. The presentation of the two outside learning environments within the setting and opportunities for children to spend more time learning outdoors, have been greatly improved.

Regular planning and monitoring across the seven areas of learning ensures all aspects are sufficiently included throughout the nursery. Staff are effective in carrying out observations, drawing out the next steps to promote children's development and incorporating these into the planning of activities. As a result, children are working comfortably within the typical range of development expected for their ages. Systems to incorporate and assess children's starting points on entry and transitions throughout the provision are organised to ensure that children settle easily and feel secure. Staff work with parents to find out where they believe their children to be in their learning and implement a range of settling-in visits when children are moving to a new room. Children's progress is shared regularly with parents and they speak of how well informed they are. They have opportunities to attend parent consultations and have regular access to their child's developmental folder. Parents are encouraged to discuss their children's learning with their child's key person and are able to share their own observations of their children's achievements at home through the nursery's 'magic moments' celebration system.

The well-resourced learning environment, organisation of planning and staff knowledge of children's targets, help to ensure that every opportunity is made to support and extend children's learning across all areas. Children are therefore developing the necessary skills in readiness for school. Staff use adult-led and child-initiated activities to question and challenge children's thinking. For example, during an interactive story of 'Goldilocks' children are encouraged to join in and are asked questions about what they remember at the end, to encourage their thinking further. Interaction between the staff and children in all rooms is strong with children spontaneously going to staff for help or to involve them in their play. For the babies and the younger children upstairs this is no different, the relationships here are also strong, with staff demonstrating a genuine enjoyment of the time spent with the children.

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

The positive implementation of the key person system and the effective deployment of staff ensures that all children form secure emotional bonds and attachments. This provides

a strong base for developing independence and exploration for babies and for all children in developing skills for their future learning. All children, from the very youngest to the children in the pre-school room, show a good sense of belonging within the setting. They display high levels of confidence and self-esteem as they learn to negotiate and cooperate with their peers. Older children display an awareness of responsibility within the provision. For example, as part of the daily risk assessment, staff check the outside area. Children are included in this process and help staff look at various aspects of the garden, such as checking for debris on the floor to ensuring that it is safe for everyone to use. Consequently older children are developing an awareness of their own safety.

Younger children and babies settle well because staff are familiar to them and have a good knowledge of their individual likes, needs and routines. Babies develop secure attachments, seeking reassurance from staff when they move around the room. Pre-school children have an understanding of healthy living and all children at the setting are provided with nutritious and freshly prepared, cooked food. This meets the needs of children and takes into account any religious or specific requirements. Pre-school children develop some self-care skills, for example, as they use the toilets independently and are encouraged to do up their own coats. However, children do not have opportunities for serving their food or pouring their drinks at mealtimes. Babies and toddlers are encouraged to try new foods at meal times and they sit together with staff, promoting a social aspect at meal times and developing their understanding of routines. Children have daily opportunities for fresh air and exercise, which promotes their overall well-being.

The nursery has recently had a refurbishment which has provided children with a stimulating and fresh environment. Resources are appropriate in all rooms and accessible to the ages and stages of children using them. For example, in the baby room, resources are stored at low level to ensure that even the youngest children have choices about their play. Resources for older children are clearly labelled and stored to promote early recognition of words and meaning as well as giving children opportunities for self-chosen activities. Children's understanding of safety is promoted as, for example, from a young age they learn to go up and down the stairs competently and safely, waiting for their peers and holding the banisters. Children are well prepared for the next stages in their learning because they are well supported in their transitions at the nursery. For example, staff, in their key person role, carry out home visits to new children, therefore, helping them to feel more secure. However, there is scope to improve transitions for children leaving nursery and moving on to primary school. Children's behaviour is good and demonstrates that they feel safe and secure. Staff set good examples and give clear messages to ensure that children learn right from wrong.

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

The management team within the setting lead the staff well. They ensure that all staff are aware of their individual roles and responsibilities to ensure that the setting meets the safeguarding and welfare requirements. The robust recruitment, induction and performance management systems guarantee that the strengths of staff members are valued and recognised with individual targets to identify any areas for improvement.

Management monitor staff performance formally, through regular meetings and appraisals and informally through observation of practice. Arrangements for safeguarding children are strong and both the manager and acting manager have attended 'safer recruitment' training to ensure that children are better protected. Staff do not work with children unless they have had the required clearances to do so.

There are systems in place to observe, assess and monitor each child's progress and staff with defined responsibility liaise closely with a wide range of professionals, working together to support children and their families. Management have implemented systems to track children's records on a three monthly basis. This ensures that the learning and development requirements are being met consistently. It gives management a clear understanding of any groups of children that may be behind their peers or below expected levels of achievements. As a result interventions are sought and gaps closed. Management use self-evaluation to ensure that the views of staff, children and parents are acknowledged. They monitor and evaluate the planning and assessment systems and this provides regular and updated improvement to the quality of the setting.

Partnership working with parents is good. Parents are able to play an active role in their children's learning and make a strong contribution to their child's time at nursery. For example, some parents willingly complete weekend diaries enabling their children to share with their peers what they did at the weekend. Parent speak highly of the staff and make comments such as how approachable staff are, how they enjoy the regular updates they receive about their children's development and how comfortable they feel leaving their babies at the setting.

Relationships with other agencies delivering the Statutory Framework for the Early Years Foundation Stage are strong and two-way communication is promoted with other settings that children are attending. Parent and child views are sought informally through discussion and formally through performance questionnaires, which are then evaluated by management. Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Every child, from the youngest to the oldest, and of every ability, receives a happy and enjoyable early years' experience, which promotes their future learning.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations

in one or more of the key areas. It requires improvement in order to be good.

Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

<b>Unique reference number</b>	EY418473
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	875641
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	83
<b>Name of provider</b>	DTA Childcare Ltd
<b>Date of previous inspection</b>	24/08/2011
<b>Telephone number</b>	01767313636

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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 that are usually their 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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