

Brooklyn Day Nursery

Inspection report for early years provision

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EY257355

Inspection date

12/04/2010

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Brooklyn Day Nursery has been registered under the current ownership since 2002. There has been a nursery established on these premises for over 52 years. It operates from a detached house situated in woodland on the outskirts of Annesley, Nottinghamshire. Within the main building the ground floor accommodates a baby room for babies under 1 year, a toddler room for babies aged 1 year to 2 years, and a room for children aged 2 years to 3 years. The pre-school is located on the first floor. In addition, staff and/or children use a nappy change room, a laundry room, 2 bathrooms, and a kitchen. Young babies have the use of a separate sleep room. Children have access to a large enclosed outdoor play area, which is partitioned to cater for different age groups.

A maximum of 50 children may attend the nursery at any one time. There are currently 57 children on roll of which 23 are in the early years age group. Children attend for a variety of sessions. The nursery currently supports children with special educational needs and/or disabilities, and children with English as an additional language. The nursery opens Monday to Friday from 7.45am to 6pm, closing for bank holidays and Christmas week.

A team of 15 full and part-time staff work with the children, all of whom hold a recognised early years qualification. In addition to the childcare staff there is a cook. The staff receive support and advice from a specialist early years teacher. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery has a good team of staff, who are well managed. Management and staff provide effective support to meet the needs of all children. Efficient partnerships with parents, schools and other professionals effectively support children to make good progress in their learning and development. The nursery have completed a well written, self-evaluation which accurately identifies strengths and areas for improvement. All recommendations from the last inspection have been addressed, and the nursery shows a very good capacity to improve further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop children's independence skills at snack time
- provide a variety of writing tools and paper, indoors and outdoors to promote children's handwriting skills.

The effectiveness of leadership and management of the early years provision

There is a clear safeguarding policy in place and staff members fully understand the procedures to take, should they have concerns about the welfare and safety of children in their care. In addition, there are designated persons responsible for safeguarding and staff training is prioritised. Effective risk assessments are conducted and appropriate action taken to minimise risks. For example, first aid equipment and mobile phones are taken on outings to the woodlands surrounding the premises. Appropriate checks to demonstrate staff suitability are in place and details recorded. All staff hold appropriate childcare qualifications and work effectively together to meet all children's individual needs. The nursery has a good management and leadership team. The management and staff are motivated, and committed to drive improvement through evaluating their practice. For example, they have completed a well written, self-evaluation form which accurately identifies strengths and weaknesses. In addition, the management and staff have vision for the future and have identified and prioritised areas for improvement. For example, to improve the outdoor area further to provide continuous provision.

The walls of the nursery display a broad range of children's work, themed displays and an attractive jungle mural. Most toys and equipment are readily available and at child level. Children's individual needs are effectively promoted as the nursery liaises, and seeks support for additional needs and fully involving parents in these processes. For example, parents of children with English as an additional language, provide staff with key words to support their children's integration into nursery. The nursery also works closely with an early years specialist teacher. The setting has a very positive relationship with parents and carers. Parents comment on feedback forms, that they have 'peace of mind', and 'children have an excellent start'. Parents receive information about their children's welfare and learning in a variety of ways. For example, through newsletters, daily dairies and regular parents evenings. Parents are able to contribute to their children's learning and observations, and children are making good progress in their learning and development.

The quality and standards of the early years provision and outcomes for children

Children are helped to progress towards the early learning goals through both adult and child-led activities. Each child has an assessment folder which is regularly reviewed to identify focus activities which challenge children and move them onto the next steps in learning. Planning is on a long, medium and short term basis and staff plan good activities to help children progress. Staff are enthusiastic, motivated and interested in children.

Staff ensure babies feel safe and respond to their individual needs. Babies and staff exchange smiles, and staff comfort babies holding them close while feeding. Babies take part in a range of activities including playing with different textures and materials in a sensory basket. Children play with musical instruments and

observe themselves in mirrors. Older children independently serve themselves lunch, which develops their social skills and independence. However, children's independence at snack time is limited as play ceases and children have snacks together, which is served by staff. Children have access to a good range of continuous play provision. They access attractive creative, construction and book areas with ease. Children predict what will happen in stories and enjoy songs and rhymes. Children paint pictures and develop their scissor skills as they cut catalogues. However, they do not have independent access to a variety of writing tools and paper, indoors and outdoors, to further promote children's writing skills.

Children have wonderful opportunities to explore the woodland area surrounding the nursery on organised trips. Children make decisions and choices about whether they wish to play outside or go on a 'Gruffalo Hunt'. They excitedly change into outdoor clothing and footwear to explore the woods. Staff reassure children, who are less confident and this alleviates their fears. They encourage children to listen to the birds twittering and children show pleasure and delight. Children climb onto a tree trunk situated on the ground and show glee as they successfully jump with ease into leaves below. This helps to develop children's coordination, balance and well-being. Children also access the enclosed outdoor play area and a variety of equipment with ease. Staff organise running games and children play on a wooden pirate ship. Children show an understanding of safety as they know, not to put their hands in their pockets in the event they may slip and fall. Children approach staff when they find worms outdoors, and staff promote children's problem solving and numeracy skills as they ask 'How many have you found?'.

Staff teach children to adopt a healthy lifestyle and to wash their hands before meals and snacks. Children take responsibility for their own safety, they help to sweep up sand from the floor at tidy-up time. Children develop skills for the future as they use a range of equipment, such as computers. They develop an understanding of the wider world as they celebrate festivals and cultures from around the world. Overall, children are well behaved, confident, happy and settled in the learning environment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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