

# Briery Kindergarten

Ashbrooke Road, SUNDERLAND, SR2 7HH

<b>Inspection date</b>	17/02/2014
Previous inspection date	21/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Teaching is good and as a result, children are motivated to learn. All staff are skilled in providing for children's individual needs, ensuring that every child makes good progress from their starting points.
- Children are settled and content, because all staff provide a caring and nurturing environment that promotes children's emotional well-being effectively.
- Very good partnerships with parents and other agencies ensure that there is consistency and continuity in children's learning and care and as a result, children are well prepared for starting school.
- Strong leadership and management ensures that children are kept safe and that the educational programmes meet the needs of all children.

### It is not yet outstanding because

- Opportunities for children to develop their critical thinking skills and respond in sentences are not fully developed as some staff do not always make good use of open-ended questions.
- There is scope to provide further opportunities for children to develop independence skills at lunch and snack times by pouring their own drinks.

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

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector checked all relevant documentation and looked at policies and procedures, including those for safeguarding and recruitment of staff.
- The inspector looked at children's learning journals and observation, assessment and planning documentation.
- The inspector spoke with the nursery manager, individual staff and children at appropriate times throughout the inspection.
- The inspector observed various activities in the nursery and in the outdoor play area.
- The inspector carried out a joint observation with the nursery manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and from written comments.

## Inspector

Eileen Grimes

## Full report

### Information about the setting

Briery Kindergarten was registered in 1992 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Ashbrooke area of Sunderland. The nursery serves the local community. It operates from two rooms and there is an enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above.

The nursery opens Monday to Friday all year round. Sessions are from 8am to 5pm. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- enhance children's critical thinking skills further, by extending the use of open-ended questions with children as they play
  
- review snack time arrangements to further promote the development of older children's independence, for example, by encouraging them to pour their own drinks.

## Inspection judgements

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

Teaching is consistently good. As a result, children thrive and are well motivated to learn in this high quality nursery. Staff provide an exciting, stimulating and well-organised environment, with a range of resources to promote physical development, including climbing. There is a sharp focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. Staff join in children's play, role modelling and extending their vocabulary, appropriate to children's stage of development. However, not all staff are confident in using open-ended questioning techniques to consistently encourage children to think critically. Children develop their communication and language skills as they show interest in familiar sounds. Staff encourage them to repeat familiar words and give opportunities for children to speak and listen in their own language in order to participate fully. Babies understand what is being said to them as they begin to point, gesture and use single words to communicate.

A range of resources provided by the nursery ensures that all children's language and communication needs are met. Consequently, children are highly motivated to learn, which means that they consistently display the characteristics of effective learning.

Expressive arts and design is very evident throughout children's learning. Staff provide children with a wealth of materials and opportunities for children to explore art. As a result, all children are particularly confident using paint, a range of resources and role play, which staff skilfully link to all areas of learning and development. For example, children make gingerbread biscuits after reading the story and then re-enact the story with puppets at story time and when building houses with large bricks. Children are supported to investigate treasure in the mud kitchen as they look and investigate what they find. Staff wholeheartedly accept children's own interests, which means that children are very proud of their achievements and consequently engage very well in all aspects of learning. Staff enthusiastically plan learning using the information gathered from parents on entry to the nursery. Every child has an individual profile and a record of learning that identifies children's learning and progress. Parents spoken to on the day of the inspection report that they receive high quality information from the manager and staff and have a range of opportunities to contribute towards their children's learning. For example, through sharing strategies to support speech and language development, very good partnerships with parents are actively contributing to children's learning and progression.

Each child is assigned a key person to be responsible for their development, care practices and liaison with parents. Parents speak to staff daily and contribute to their child's observations and profiles. Furthermore, very strong links with parents, who fully contribute towards learning activities, mean that children are well prepared for school and their next stage of learning.

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

Staff support children to feel secure and comfortable with routines and form close relationships with their key person. They fully engage in their activities and experience varied and imaginative learning opportunities, based upon the individual interests of each child. To help prepare children to get ready for school, staff work closely with local schools and have devised very effective transition strategies in partnership with parents. Staff plan activities based on information from parents. As a result, positive relationships are actively contributing to children's learning and progression. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between staff and children ensures that all children form positive and trusting relationships. Children settle well, because staff find out good information from parents about their child, before they start at the nursery, to ensure all children's needs are known and effectively met.

Staff effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. However, there is scope to encourage children's independence, for example, by providing opportunities to pour their own drinks at snack time. Children enjoy the packed lunches provided by their parents which are served to children in a social setting. Staff act as good role models, helping

children to learn how to be healthy, such as washing their hands before lunch and providing healthy balanced snacks. Children are able to manage their own self-care appropriate to their age because all staff provide good guidance and give them time to complete tasks. Children are encouraged to manage risk and begin to understand about safety. For example, when baking children talk about how the oven will be hot and will burn so only adults use the cooker. Staff role model positive communication strategies, to help children understand about acceptable behaviour, staff talk quietly and calmly to children. Consequently, children's behaviour is very good. This ethos is consistent throughout the nursery, resulting in rapid progress in personal, social and emotional development for all children.

The indoor learning environment promotes learning very well because of the wealth of resources and calm atmosphere. Children benefit from working in small groups with their key person, which creates further opportunities for individual interests and needs to be met, in a secure, communication-friendly environment. Children benefit from their time spent outdoors and this promotes their health and well-being very effectively. The recently refurbished garden provides a wealth of learning experiences and ensures that children can play safely.

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

Safeguarding procedures are very robust. All staff prioritise children's safety and have a very good awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Staff are fully aware of the nursery's designated child protection managers and the process to follow if they are concerned about any issues within their practice. Staff ratios exceed the minimum requirement throughout the day and this ensures that staff are able to supervise children well. Managers continue to monitor staff performance within the nursery rooms and ensure that staff are deployed effectively according to qualifications and experience with specific age groups of children. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. A detailed log is kept of any complaints made by parents in line with the policy. All complaints are thoroughly investigated and any issues addressed. Extensive risk assessments for all areas of the building, the outdoor area and resources, ensures that children's safety remains paramount. All accidents and incidents are recorded. Parents are kept informed and these are reviewed on a monthly basis. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Strong partnerships with a wide range of professionals have enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at an early stage to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services involved.

Leadership is very good and focussed improvement plans are in place to secure continuous improvement. The staff team share a vision to provide an excellent service for

the children and their families therefore making a positive difference to their lives. They are very well motivated in their continuous professional development and are continually seeking ways to improve. Very good tracking and monitoring of overall provision by the manager, ensures that any areas for development are quickly identified and an appropriate action plan is implemented. A rigorous staff performance management system ensures that staff are well supported and have a wealth of opportunities to access training. Management assess the impact of this training on practice within the nursery.

Very good partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. There are excellent relationships with local schools. Teachers visit their prospective children to get to know them. The nursery work closely with the local early years team who provide training and support. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents contribute to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Children are very well prepared for their next stage in learning and well prepared for their transition to school. Individual planning for children's development is shared with parents and appropriate professionals, such as speech and language therapists if required. As a result, there is consistent, secure support for children with any identified needs and therefore all children's needs are very well met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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>	EY393491
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	952085
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Briery Kindergarten Ltd
<b>Date of previous inspection</b>	21/01/2010
<b>Telephone number</b>	0191 5110607

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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, which are usually the childminder's 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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