

Brats Day Nursery Corby Ltd

1st Floor Grosevenor House, George Street, CORBY, Northamptonshire, NN17 1QG

Inspection date	22/01/2013
Previous inspection date	03/07/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children benefit from the significant and sustained improvements that are being made to the organisation of the setting since the last inspection.
- Babies and children show that they feel safe and secure because the staff work very closely with their parents to provide settling-in periods that are tailored to meet their individual needs.
- All children thoroughly enjoy choosing their own toys and resources. Crawling babies move around exploring a variety of interesting items including a range of sealed plastic bottles containing coloured water, glitter and sequins. Older children are confident to choose items, such as crayons, to enhance their sticking activity.
- Children are encouraged to be independent. They know the routines of the day; they collect their own aprons for messy activities, enthusiastically help to tidy away when they have finished playing and serve their own food and drinks at meal and snack times.

It is not yet outstanding because

- Children are not consistently learning how to use scissors effectively during activities because the staff do not teach them how to use such tools correctly.
- Opportunities for children to extend their learning by exploring a range of natural play materials are not fully optimised.

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.

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

Inspection activities

- The inspector observed activities in the three main playrooms and in the dining area.
- The inspector held meetings with the manager and the assistant managers of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children, the providers self-evaluation form and improvement plan.
- The inspector took account of the views of parents form information included in the self-evaluation form and in their children's records.

Inspector

Melanie Eastwell

Full Report

Information about the setting

Brats Day Nursery Corby Limited opened in 1989 and registered to operate from its current premises in 2012. It is located on the first floor of a building owned by the local authority and is within the town centre of Corby, Northamptonshire. As a cooperative, the

nursery is owned and managed by those who work in it. The nursery is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. There are currently 40 children on roll and all are within the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery opens five days a week for 51 weeks of the year, excluding Bank Holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children. The nursery employs 15 members of child care staff, all of whom hold relevant early years qualifications at level 2, 3 and 4. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- teach children skills of how to use tools and materials, such as scissors effectively and give them opportunities to practise using them
- extend children's learning in understanding the world and mathematics through providing collections of items for them to explore that have various textures and weights and can be combined together to excite and encourage their interest.

Inspection judgements

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

Children are ably supported by the members of staff in their learning and development through experiences that cover the seven areas of learning. They enjoy taking part in a range of activities that are set out each day by the staff. Children are free to move items around the room to enhance their play. For example, they choose dressing up clothes during role play games and keep these on during other activities during the day. They explore paint with their hands and roll a variety of vehicles through the paint on a large shallow tray, looking at the tracks made by the vehicles wheels.

The members of staff have a secure knowledge of how children learn and develop and they promote this during the activities. They encourage children to think about what they are doing. For example, a child chooses the turtle dressing up outfit and lies on the floor moving their arms and legs, saying they are a turtle. The member of staff asks them about where the turtle might live and the child says they are 'in the mud, the hot mud'. This provokes further conversation about how animals live and different temperatures. Babies have plenty of space to move around and they are provided with a good range of

resources to explore. For example, a young toddler rolls a ball across the floor. The ball comes to rest next to a small jug. The child crouches down to pick up the ball, puts it into the jug, then tips the jug up and watches the ball fall out. This freedom to explore their environment promotes their curiosity. The members of staff support children to take part in a variety of activities while remaining mindful about safety. For example, when they have to leave the table to answer a query from a colleague they collect the scissors from the children and explain that they will bring them back straight away. However, the children are not always taught how to use the scissors effectively in order to maximise benefit from the original activity of cutting. Children have some opportunities to explore natural materials, such as the addition of hay to the farm set, water and sand. However, there is scope to improve their learning in the educational programmes for understanding of the world and mathematics by extending their exploration of different textures, weights and how items can be combined together.

Children are actively encouraged to speak and communicate. Older children are confident to ask for items to enhance their play and activities. For example, they ask for crayons to use in a sticking activity and for dressing up clothes to extend their enjoyment of imaginative games. The staff talk to the children during their activities. They engage young babies through 'peek-a-boo' games, positive facial expressions and through offering one-to-one attention during activities, such as painting. Children are developing independence skills through making choices about their activities and being able to help themselves to resources and books. They are supported to be confident to ask for assistance as they need it and to serve their own food and drinks at meal times. The staff talk with the children about hygiene practices and to think about how much food they are putting on their plate. This awareness of their key skills contributes to each child's readiness for their transition to school.

The staff's strong knowledge of how to promote children's learning and development is assessed through very effective planning and observation that takes account of each child's interests and current progress. The key person for each child works closely with their parents from the outset, to seek detailed information about their starting points that is used to inform the planning of activities. This engagement with parents continues throughout the child's time in the setting. The key person values parents input and the knowledge they share through observations from home. Parents are fully involved in their child's assessments. They are encouraged to comment about their child's achievement records which helps the key person plan activities that provide appropriate challenges for individual children.

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

Children demonstrate that they feel safe and secure in the nursery because they separate happily from their parents when they arrive and the staff promote a welcoming and friendly atmosphere for them. The younger and older children in the nursery regularly play together. The babies can see the older toddlers including their siblings through the low-level, open fencing that is in place between the two play areas. The key persons support children's transitions when they move to the next room by taking them on regular visits to help prepare them for this change.

The key person for each child works closely with their parents to ensure that any specific needs are met. For example, they work together when weaning babies and follow their home routines for sleep and feeding times. The members of staff sit with the children, engaging them through positive facial expressions and language during their activities which helps to develop their confidence to try new experiences. For example, they sit with a baby while they explore different colours of paint using a small paint brush. The key person smiles and talks to the child about the marks they are making on the paper. The spacious indoor environment supports children's physical development. They have opportunities to use the large soft play equipment each day and, although the setting has no dedicated outside space, the children are taken out on a daily basis to the local library, park and woodland area where they can be energetic, tackle a range of surfaces, such as hills and pavements and enjoy the fresh air.

Children are developing skills to manage their own self-care. Older babies are able to hold their spoons at mealtimes and they enjoy feeding themselves with their fingers. Older children begin to understand the benefits of maintaining good personal hygiene through discussion with the staff. Children work together during their play and show an awareness of other people. For example, they assist their friends in putting on the dressing up clothes and have lively discussions with each other and with the staff during lunch-time. Children have access to a good range of resources and equipment that is entirely appropriate for their needs, such as different height tables and styles of chairs for their different ages and abilities. Their art work is valued because there are displays of their pictures on the walls for them and their parents to admire. The staff team know the children well and they work well together which provides children with seamless care that promotes their feelings of well-being and belonging.

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

The management and staff team have worked very hard since the last inspection to address the actions raised and this has resulted in significant and sustained improvement to the provision. The setting moved to its current building due to serious issues with the previous premises. This situation presented significant challenges for them that they have successfully and systematically overcome. The manager and her assistants work together effectively, sharing roles, such as the organisation, the planning and health and safety issues which supports this sustained, continuous improvement. The staff team demonstrate a strong awareness of safeguarding. They have all attended training in child protection and they regularly refresh their knowledge about the Local Safeguarding Children Board procedures during team meetings.

Children are safe because entry to the premises is managed well through personally greeting all parents, children and visitors. Risk assessments are in place and steps are taken to reduce any identified hazards to the children. For example, soft fabric bumpers are in place around the supporting pillars in the baby room which prevents the babies hurting themselves if they topple over. Children are well supervised during the day

through the deployment of higher than required adult to child ratios. Robust procedures are in place to ensure the recruitment of and the ongoing suitability of the staff, who are encouraged to keep their knowledge up-to-date by attending training courses.

The manager and her assistants are aware of the importance of meeting the learning and development requirements. They are effective in monitoring the planning and delivery of the educational programmes and the assessment of the children's learning. All members of staff are involved in the process and the management team regularly discuss with the staff about the purpose of the activities they are offering and how they can be adapted for children's different ages or abilities. The assessments of children's learning, including the Progress check at age two, are reflective of the parents' contributions, the observations made and take account of the 'Characteristics of Effective Learning'. Self-evaluation is effective because the nursery seeks the views of the children's parents and has made changes to ensure children's needs continue to be met. Staff identify their priorities for the future development of the setting and are currently receiving support from the local authority and this is contributing to the sustained improvements that have and continue to be made.

The effective partnership working that is in place contributes to a consistent approach for the children. Parents are actively involved in their child's learning through innovative ideas, such as the 'cookery box', where children are supplied with ingredients and chefs' clothes to take home to take part in a baking activity with their parents. The key person requests that the parents provide information about how the baking went and this information is included in the child's assessment records. Children enjoy taking 'Travelling Ted' home or on holiday with them; they help to complete a diary which also contributes to their assessment information. Parents who speak English as an additional language are provided with the setting's policies in their home language and a range of information is shared through regular newsletters and updated details on the notice boards. The management and staff team fully understand the importance of working in partnership with any other providers delivering the Early Years Foundation Stage or other agencies that may be involved with the children to ensure a consistent approach.

The Childcare Register

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

The requirements for the voluntary 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	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

Unique reference number	EY442534
Local authority	Northamptonshire
Inspection number	806755
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47

Number of children on roll	40
Name of provider	Brats Day Nursery (Corby) Limited
Date of previous inspection	03/07/2012
Telephone number	01536 401881

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

