

# Brats Day Nursery Corby Ltd

Inspection report for early years provision

---

<b>Unique reference number</b>	220072
<b>Inspection date</b>	22/11/2010
<b>Inspector</b>	Kate Bryan
<b>Setting address</b>	St Marks Road, St James Industrial Estate, Corby, Northamptonshire, NN18 8AN
<b>Telephone number</b>	01536 401881
<b>Email</b>	bratscorby@aol.com
<b>Type of setting</b>	Childcare on non-domestic premises

---

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 1231, or email [enquiries@ofsted.gov.uk](mailto: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.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Brats Day Nursery Corby Ltd opened in 1989 and operates from an adapted building on an industrial estate in Corby. As a co-operative, the nursery is owned and democratically controlled solely by those who work in it. The nursery is registered on the Early Years Register and both parts of the Childcare Register to care for 47 children under eight years. There are currently 53 children on roll, all within the early years age range. The nursery supports children with special educational needs and/or disabilities and children with English as an additional language.

The nursery opens five days a week excluding Bank Holidays all year round. Sessions start at 7.30am and close at 6pm. Children can attend on a full-time or sessional basis. There are 14 staff employed to work with the children, 12 of whom hold a relevant early years qualification. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled because the staff ensure they have a good range of varied and challenging activities. Staff also work closely with parents to understand children's individual needs meaning children from a range of backgrounds play well together. Staff generally make good use of planning and assessment to ensure children have a good base to develop their future skills. All required policies and procedures are in place and are generally well used to underpin the management of the nursery. Systems to monitor and evaluate the setting's performance are good and self-evaluation is used effectively to enable the setting to maintain continuous improvement. All recommendations from the last inspection have been met.

## What steps need to be taken to improve provision further?

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

- ensure that planning differentiates between children's individual abilities in order to progress their individual learning needs
- promote links between children's starting points and the areas of learning so their achievements can be built upon
- ensure that staff understand they must declare all changes to circumstances which may affect their suitability to work with children
- ensure that all staff are able to implement the safeguarding policy and procedures in line with the Local Safeguarding Children Board reporting procedures.

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

Staff have a good understanding of their role in safeguarding children and all staff have attended training in this area. They are clear about reporting procedures and a useful policy is in place which is shared with parents. However, procedures for reporting allegations made against staff or volunteers is not current with guidelines which means children are not protected as well as possible. The premises are well staffed and people who are not cleared are never left alone with children.

Children's safety is further enhanced as admittance to the building is via an intercom and a closed circuit television allows staff to see who is at the door. All visitors sign into the building so staff have a good awareness of who is on the premises. Recruitment procedures are generally robust, although staff associations are not routinely checked to ensure children's safety is maximised.

Detailed risk assessments are in place and the premises are checked weekly and daily to ensure the environment and resources are safe for children. The nursery is welcoming with displays of children's work on the walls which helps them to feel valued and raises their self-esteem. There is free flow around the nursery and to the outside, which means children have lots of opportunities to follow their interests and move from activity to activity. For example, children move from mark-making to construction. This promotes their choices well.

Most of the staff team are qualified and the manager and deputy are pursuing a level 4 qualification to further their awareness of working with children. Training is well supported at the setting and courses attended include first aid, health and safety, working with parents, recruitment training and a "Baby Room Project" course. This demonstrates the setting's commitment to ensuring staff development and providing a quality service to children.

The manager understands that self-evaluation is a working document and has used this effectively to identify areas for improvement such as providing more natural resources to widen children's experiences. All staff are actively involved in identifying strengths and the manager has devised an action plan to maintain continuous improvement.

A useful range of operational policies and procedures are in place and parents receive a prospectus with many of these included. They also have the opportunity to comment on the running of the nursery via questionnaires and these are being developed to allow older children to express their views. Staff view all responses positively and a request made by a parent has been implemented. Staff are always available to speak to parents and parent's evenings are in place so parents can see their children's learning journeys. Parental participation in children's learning is also well promoted as they can join with children during an open afternoon and learn alongside them. Parents spoken to expressed positive comments about the nursery and staff and felt they were well informed about their child's progress. Good progress has also been made in working with others who deliver the Early Years Foundation Stage to children which means they receive a consistent service. For example, when children attend school a transition document goes with them so

staff know what they have achieved.

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

Staff have a good understanding of the Early Years Foundation Stage which means planning ensures children make progress in all areas of learning. Children are also involved in this as staff ask what they would like to learn and also ask what they have enjoyed from the previous week. This helps to secure their learning and supports their ability to talk about and reflect upon their experiences. Useful observations are kept on children and activities are evaluated to ensure all children have a worthwhile experience. Activities are linked to the areas of learning and assessments clearly show what children have achieved and what they need to learn next. However, learning is not supported as well as possible as starting points are not yet linked to the areas of learning and planning is not always differentiated to challenge children.

The nursery is well resourced and rooms are used well to provide children with opportunities to engage in a wide variety of activities. For example, rooms are themed to reflect an area of learning and most resources are at children's height so they can access these easily. This also helps children gain confidence as they explore their environment. For example, as young children crawl around their designated rooms and play with noisy toys.

Warm relationships are in place between the staff and the children who happily involve staff in their play. Children are confident communicators and use these skills well as they make up stories involving animals and towers. The nursery is an accredited 'Tiny Talk' nursery, which means staff use a mixture of Makaton and baby signing which helps children with special educational needs or disabilities and children with English as an additional language to settle quickly and make choices.

Staff have undertaken training in physical development and consequently this is well planned for children. They have easy access to a good range of resources, which include, ride-on toys, scooters, parachute play and younger children can also enjoy soft play indoors. The well resourced garden also contains a wicker teepee, which helps children with imaginative play, and a mini bug hunt area where they can use magnifying glasses to hunt for miniature wildlife. The children are excited by the natural world and help to look after rabbits at the nursery. They have grown vegetables, such as peas, and these are used in cooking so they make good links between the environment and healthy eating. Children are also learning about recycling, for example, as they make dragons out of recyclable materials.

Children have a secure understanding of good hygiene procedures and talk about why they wash their hands. They also use liquid soap and paper towels so cross-contamination is prevented effectively. Children understand about healthy eating as they make pizza toppings and talk about what is healthy. The nursery has won a "Gold Heartbeat" award for its commitment to provide healthy and nutritious food to children.

Staff have worked hard to help children learn about the needs of others, for example as they help to raise funds for good causes. Their understanding of the wider world is also well promoted. For example, they learn about a range of festivals, such as Chinese New Year. Children behave well and are learning to work together. They understand simple rules, such as having kind hands, and themed work helps to secure their learning.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

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

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