

# Branston Community Academy Day Nursery

Station Road, Branston, LINCOLN, LN4 1LH



## Inspection date

27 January 2016

Previous inspection date

15 February 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Teaching is consistently good. The experienced and well-qualified staff have a very good knowledge of the abilities and needs of children in their care. They plan stimulating activities that interest and motivate children.
- Staff support children exceptionally well through times of change. Children move to the next room when they are developmentally ready to do so. Children demonstrate they feel safe and form close bonds with their key person and other members of staff.
- Staff promote babies listening, attention, and social skills exceptionally well. Babies are very responsive and eagerly participate in song time. They thoroughly enjoy taking turns as they catch and roll the ball to staff.
- Significant improvements to both the indoor and outdoor learning environments have been made. They have been purposefully designed to offer children many exciting opportunities for exploration and adventure.

### It is not yet outstanding because:

- Some plans for improvement, such as the methods for staff supervisions, have not been rigorous enough to maintain and continually develop the quality of teaching at an outstanding level.
- Systems to compare the progress made by different groups of children are not yet wholly effective.

## What the setting needs to do to improve further

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

- strengthen the supervision procedures in place for all staff and increase the potential to raise all teaching practice to an outstanding level throughout the nursery
- build further on the methods of comparing the progress made by different groups of children more effectively, to ensure that any gaps in learning are quickly identified, to increase the potential for all children to achieve at the highest level.

### Inspection activities

- The inspector observed the quality of teaching in the baby, toddler and pre-school room, and saw the impact this has on the children's learning.
- The inspector conducted two joint observations with the manager.
- The inspector held a meeting with the manager of the nursery.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector checked the evidence of the suitability and qualifications of staff, and discussed the nursery's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day of inspection and written testimonials from parents.

### Inspector

Jacky Kirk

## Inspection findings

### Effectiveness of the leadership and management is good

Management and staff maintain an ethos of supporting the whole family in order to help children succeed at their highest levels. Staff accurately assess children's skills when they join the nursery and effectively monitor their individual progress. This helps them to quickly identify any gaps in their learning. Staff have individual roles and responsibilities. This ensures the nursery is run efficiently and statutory requirements are implemented to a high standard. Children are kept safe and healthy. Arrangements for safeguarding are effective. Staff fully understand the procedures to follow should they have any concerns about a child's welfare. Successful relationships with other childcare professionals ensure that all children, including disabled children and those with special educational needs, receive the additional support they need. An established programme of professional development helps to improve staffs childcare knowledge. Staff complete additional training so they are able to meet children's specific care and medical needs.

### Quality of teaching, learning and assessment is good

Staff hold meaningful conversations with children and introduce them to new words and phrases. This promotes their communication and speaking skills well. For example, older children confidently inform staff that their play dough cakes are sausage flavour. Staff regularly discuss children's progress with the child's parents. Parents readily provide information about their children's achievements at home. Staff use this information effectively to plan activities that further promote children's progression. Parents and carers comment on how quickly their children gain in confidence. They value the support and guidance they receive. Matching card games and computer games help children to share and take turns. Furthermore, these activities promote children's mathematical skills of counting and comparing quantities, and their understanding of how technology can be used.

### Personal development, behaviour and welfare are good

The key-person system is highly effective and successfully promotes children's well-being. All children, including babies, quickly settle on entering the nursery. Staff are good role models. They calmly help children to learn and use the nursery 'golden rules of kindness'. Children know and understand what staff expect of them. The many outdoor areas, such as the academy tennis courts and playing fields, provide children with extended opportunities to develop their physical skills. Older children demonstrate an understanding of how to keep themselves safe. For example, when putting their play dough cakes in the toy microwave they comment on them being hot. Staff promote children's understanding of the natural world. For example, children grow carrots and pumpkins which they then pick, cook and eat. This, as well as staff taking part in local healthy eating initiatives, helps children to understand the importance of eating a healthy diet.

### Outcomes for children are good

All children, including those for whom the setting receives additional funding, make good progress from their different starting points. Children are acquiring good skills that prepare them well for their next stages of development, such as moving on to school.

## Setting details

<b>Unique reference number</b>	253726
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	854831
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Branston Academy Trust
<b>Date of previous inspection</b>	15 February 2012
<b>Telephone number</b>	01522 880420

Branston Community Academy Day Nursery opened in 1990 and re-registered in 1999. It is run by the Governors of The Branston Community Academy Trust. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including one who holds an Honours Degree in Early Years Childhood Studies and one who holds an appropriate qualification at level 5. The nursery opens from Monday to Friday all year round, except for bank holidays and for one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs.

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