

# Inspection of Brooklands Young Explorers

Brooklands Primary School, Palfrey Heights, Brantham, Manningtree, Essex CO11 1RX

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Inspection date: 9 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children benefit from highly skilled staff who have a shared drive to continuously improve teaching and learning. They know each child extremely well. Staff make excellent use of rigorous ongoing assessments of children's progress to plan activities that help them to rapidly achieve their next steps in learning. Children are inspired by an environment that fully promotes their eagerness to learn through their own curiosity, imagination and explorative nature. For example, they use magnifying glasses to look at different herbs and scissors, and successfully take cuttings from to create their own 'herb potions'. Children manage this confidently and show extremely well-developed physical and problem-solving skills.

Children show exemplary behaviour and high levels of self-regulation. Staff have high expectations and support children to learn about the impact of their actions on others. This is strongly embedded. Children's communication and language skills are expertly promoted by staff. They have ample opportunities to play and learn outside. For example, children regularly explore local woodland areas and enjoy making a 'muddy puddle' in the mud kitchen, showing delight as they stomp and splash with their feet. In addition, they use paintbrushes in the mud to practise their mark-making skills.

Children thrive in the setting and are exceptionally eager to learn. They are animated, enthusiastic and take delight in the rich, varied and imaginative activities. Children are highly motivated and confident communicators. They develop very good social skills, make friendships with their peers and consider the needs of others. Children are provided with optimal challenge, which enables them to have the very best possible chance to succeed.

## **What does the early years setting do well and what does it need to do better?**

- The key-person system is extremely effective and well established. Children develop high levels of emotional security within the nurturing and secure environment. Staff ensure that children's feelings are recognised and acknowledged, and children begin to understand their emotions. Staff have excellent partnerships in place with the host school, and staff at other early settings children also attend, to share and gather information on children's learning. This provides exceptional continuity in children's learning and promotes their progress at the highest level.
- The special educational needs coordinator engages with a wide range of professionals. She seeks timely intervention and support for children and parents when it is needed. Staff use the best teaching practice to precisely target and promote children's communication and language. For example, they use the 'Story of Mr Tongue' to support children with speech and language delay.

- Staff model the use of language superbly, ask challenging questions and wonder aloud, encouraging children to think and offer ideas. For instance, during water play, children use pipettes and balloons to transport warm water to melt blocks of ice and find toy dinosaurs inside. Staff use stories, songs and props to ignite children's love of language. For example, children show delight in listening and re-telling the story of the 'Gruffalo's Child' adventures in the 'deep, dark woods'.
- Partnerships with parents are outstanding. Staff use various ways to communicate with parents, including giving them daily feedback, communication folders and accessing their child's online journal. This helps to ensure parents are fully included in their children's future learning and can continue to promote this at home.
- Staff ensure seamless transitions for children. They make exemplary use of information from parents, Reception teachers and their own observations. This helps staff to complement children's care, achievements and progress to the highest level.
- Staff are highly motivated, driven and committed to provide outstanding teaching. Their professional development is given the highest priority. Staff complete extensive training and many take on lead responsibilities within the nursery. This means children benefit exceptional teaching which precisely meets their individual learning needs.
- The nursery has a fully inclusive environment. Children with special educational needs and/or disabilities are supported exceptionally well. Their learning needs are rigorously assessed and all activities and teaching are expertly adapted to make sure every child can take part.
- Parents highly commend the staff for the care and individual attention they provide for children. Parents comment, 'I could not have picked a better nursery'. They also say that 'staff have been so supportive'. Parents are 'really pleased' with the progress their children make.
- Teaching is outstanding. Staff complement the early years foundation stage superbly as they provide a wealth of rich, challenging and exciting activities. They reinforce the skills children require for successful learning in primary school and beyond.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. Staff display an excellent understanding of their responsibilities in keeping children safe. They have an exceptional understanding of the signs of abuse and neglect and know exactly who to contact should they have any concerns about a child's welfare. Staff regularly attend training courses that promote their expert skills and knowledge to the fullest potential. They are familiar with the whistleblowing policy and local safeguarding procedures for reporting allegations.

## Setting details

<b>Unique reference number</b>	EY368548
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10113169
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	3 to 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Constable Country Childcare Committee
<b>Registered person unique reference number</b>	RP910495
<b>Telephone number</b>	07892877743
<b>Date of previous inspection</b>	22 October 2015

## Information about this early years setting

Brooklands Young Explorers registered in 2014 and is one of four nurseries owned and managed by Constable Country Childcare Committee. The nursery opens from Monday to Friday, for 50 weeks of the year, from 7.10am to 6pm. It employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at levels 3 to 6, including two with early years professional status. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Maria Blanche

## Inspection activities

- The inspector completed a learning walk with the nurseries group manager to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was carried out and evaluated by the inspector and the nurseries group manager.
- The inspector spoke with children and staff throughout the inspection, and held a meeting with the host school headteacher and the early years lead teacher.
- The inspector looked at a sample of documents. This included evidence of children's assessments, staff supervision and training.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments.

We carried out this inspection 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.

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