



Bridges Nursery and Out Of School Club

Inspection report for early years provision

Unique Reference Number	502848
Inspection date	19 June 2006
Inspector	Lynne Pope
Setting Address	Windmill House, St. Cuthberts Road, Gateshead, Tyne and Wear, NE8 2EL
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Registered person	Harold Dodds
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Bridges Nursery and Out Of School Club is one of two run by a private provider. It opened in 1996 and operates from a former school building in the centre of Gateshead, near to local facilities and public transport. A maximum of 81 children may attend the nursery and 40 children may attend the out of school club at any one time. The nursery is open each weekday from 07.30 until 18.00 for 52 weeks of the year, except for bank holidays. The club is open from 07.30 until 09.00 and 15.00

until 18.00 during term time. During school holidays it is open from 7.30 until 18.00.

There are currently 138 children aged from four months to eight years on roll. Of these, 43 children receive funding for early education. Children come from a wide catchment area. The nursery and club currently supports one child with disabilities.

The nursery and club employs 36 staff. Of these, 34 hold appropriate early years qualifications and one member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have access to spacious playrooms where most areas are maintained well. They understand good hygiene practices, as older children independently wash their hands after messy activities and after using the bathroom. They are kept safe from the spread of infection by an effective sickness policy being in place. Appropriate consents and records are in place for the administration of medication and the recording of accidents. Children develop knowledge and understanding of how exercise helps them to stay healthy. They enthusiastically take an active part, learning about the importance of activity in a healthy lifestyle. For example, babies are taken for daily walks in buggies. Older children use the outdoor area and soft play room. Visits are made to the all weather area near the provision where children can kick a ball in safety.

Children's well-being is enhanced by accessing a healthy diet. Meals are freshly prepared on the premises. Organisation is good as the food is served to them at the table and children are consulted about what they would like. They enjoy the positive experience of sitting together for meals. They chat to each other about what they have been doing. Most children have access to drinks throughout the day. However, older children's welfare is not addressed as staff do not encourage them to access the drinks dispenser outside their rooms.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The playrooms and corridors are made welcoming with displays of children's art work and photographs of activities, giving them ownership of the environment. Children use a broad range of toys and equipment suitable to the age and stage of their development. They are confident as they develop their independence well, accessing resources freely for themselves. Resources are stored on low-level shelves and in storage boxes at their height. Most of the them are well maintained, however, this is not consistent throughout the provision, which causes a hazard for children.

Satisfactory processes are in place to keep children safe. There are very secure arrangements in place to ensure unwanted visitors do not enter the building. Children

respond well as they learn how to keep themselves safe. They follow very clear instructions and guidance from staff about not climbing on furniture as they might fall or not to run in play rooms as they may trip. Regular fire drills are carried out with the children so that they are aware of the routine. Babies and young children sleep safely and are comfortable. They are frequently monitored. Rigorous outings procedures protect children. Staff carry out a written risk assessment before the outing and gain written consent from parents. The premises are in a satisfactory state of repair. However, the garden area is not well maintained.

Children are well protected by staff that are confident and secure in their knowledge of child protection policies and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Staff in the setting provide a calm, consistent environment where children are happy and settled. Children build good relationships with staff and peers. Their self-esteem is well developed as they receive regular praise for their efforts. They are motivated and interested in a broad range of developmentally appropriate activities, which provide good levels of challenge appropriate to their age and stage of development. Children under three years receive lots of support and encouragement. Staff plan activities based on the Birth to three matters framework, which helps them to focus on age-appropriate steps for the children. The suitable range of activities encourages children to explore the space and develop their physical, early communication and social skills well. Children show emerging confidence and independence as they begin to select their own toys. They are inquisitive and interested in the resources made available to them. They show a great appreciation for books. Babies enjoy sitting looking at pictures. Older children enjoy looking at books by themselves or sharing them with a group. Staff interact well with children. They sit at the child's level, making eye contact, and become involved in the child's play. Children enthusiastically use construction materials, paint, explore sensory materials and take part in physical activity. Children attending the out of school provision are relaxed in the setting. Staff consult them about what they would like to do, developing their independence. They enjoy using the outdoor area on arrival as they use bats and balls and climb on the climbing frames.

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage. They regularly monitor and assess children's developmental progress and as a result they have a good knowledge of each child's stage of development. They plan activities ahead and use written observations of children to plan the next step in children's learning. Written plans and evaluations are based on children's different levels of learning and ability, identifying progression for more able children. Organisation of the routine is mostly good. However, there are occasions during group activities where not all children are involved, which results in missed opportunities for children's learning.

Children are confident and settled in the setting. They independently select and carry out their activities, being supported appropriately by staff where needed. Good

relationships enable them to be confident speakers. Children enjoy talking to each other, staff and visitors about their experiences. They show curiosity about what visitors are doing by asking questions. The four-year-old children are beginning to recognise which letters represent some sounds. They realise that certain letters are the first letter of their friend's name. They draw and paint recognisable pictures of their house and different foods. Pencils and paper are available in the playrooms, however, children do not choose to use them in their play to extend their learning. Children enjoy using number in everyday contexts. They count how many children there are and work out how many can sit at the table for lunch. They match the correct number of place mats to chairs.

Information technology stimulates children's interest. They play the electronic keyboard with enthusiasm and are eager to have a session at the computer playing their favourite games. However, children's interest is not stimulated to show curiosity or to observe and manipulate objects that are available to explore in the nature area. They use construction materials with confidence, building towers with plastic blocks. Tools are used for a purpose as children roll out play dough and use cutters for desired effect. Awareness is raised about other cultures and beliefs as visitors come in and talk to the children. Physical skills develop and improve through a wide variety of experiences. Children particularly enjoy music and movement sessions. They respond to the rhythm and music using their bodies. They balance on parts of the body as they try to stand on one leg. Children use their imagination really well as they pretend to be a tiger or a fireman who has come to put out the fire.

Helping children make a positive contribution

The provision is good.

All children develop a positive attitude towards others and gain a good understanding about the wider world through outings into the local environment. They celebrate festivals and have visits from people in the community. The special needs coordinator has a good knowledge of requirements and takes steps to address them within the setting, ensuring that children's individual needs are met. Children benefit from the calm, consistent attitude of the staff in the setting. Each room has the same ground rules. Staff deal with children's behaviour in the same manner. For example, they receive lots of praise for achievements. Staff intervene by talking to children and giving them reasons why their behaviour is unacceptable. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good. Children benefit from a two-way sharing of information between staff and parents which enhances their learning. Parents receive a daily written record of what their child has done linked either to the Birth to three matters framework or the Foundation Stage. They have access to their child's development file. Meetings are held annually where parents can discuss their child's progress and receive a written report. Children settle well as a result of staff working closely with parents.

Organisation

The organisation is good.

Overall the provision meets the needs of the range of the children for whom it provides. The required policies and procedures are in place which support the care of the children. All records are kept up to date. Regular appraisals and staff meetings enable future training to be identified and carried out. Children have access to age-appropriate, spacious playrooms to aid their development. They select their own resources with confidence. However, resources that develop their curiosity, observe and manipulate objects in the nature area, and opportunities to use pencils in their play are limited. Children regularly access physical exercise as they go on numerous outings and use the outdoors for their play. A good balance is maintained between physical exercise and rest periods. Most areas of the provision are safe and clean for children. However, the garden area has not been well maintained and some areas of the premises are not clean. Staff have a clear understanding of policies and procedures.

The leadership and management is good. Staff work well together as a team providing a consistent environment for children. Management have ensured that staff have appropriate training in the Birth to three matters framework and the Foundation Stage to help children achieve well. They oversee the work of the staff and monitor planning. Recording systems are systematic through out the provision, providing information about children's achievements. This enables staff to be aware of how children progress and which areas require further improvement. Children are taught English

and French by a teacher that comes in twice a week, further aiding their development.

Improvements since the last inspection

At the previous inspection it was recommended that the nursery improve routines to ensure that time is used effectively, that the use of the home corner be reviewed, and that the effectiveness of worksheets for children under two years be reviewed.

Routines have been reorganised so that children are not sitting waiting for a long time for their lunch to arrive. The use of the home corners in each room has been reviewed. This has resulted in their layout being reorganised within the rooms. Worksheets are no longer used for children under the age of two years. This enables children to make good progression in the setting.

The previous nursery education inspection raised points for consideration to enhance opportunities for more able children to understand simple addition and subtraction, and to organise the accommodation to ensure that children have every opportunity to develop their concentration.

Children use number and addition in everyday activities as they tackle problems, such as setting the table for lunch for the correct number of people. Rooms have been reorganised so that the technology area is separate and privacy is ensured by the use of partitions. This enables children to use the computer with fewer distractions and promotes their concentration, listening and perseverance skills.

Complaints since the last inspection

Since April 2004 Ofsted has received two complaints. The first complaint related to National Standard 13: Child Protection. A childcare inspector visited the provision in September 2004 to investigate the concern. An action was raised under National Standard 14 regarding formulating a 'whistle blowing' policy. The provider remained qualified for registration. The second complaint related to National Standard 1: Suitable Person. Ofsted asked the provider to investigate in November 2004 regarding concerns raised about a member of staff. No issues were identified. The provider remained qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the garden area is a safe environment for children
- review provision of drinks for older children so that they are aware that they can access a drink at any time
- ensure that all resources are safe for children's use and are stored safely so as not to cause a hazard
- ensure that all areas of the nursery are clean.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop children's access to writing implements so that they have the opportunity to practise writing during all their activities
- review the organisation of some group activities, ensuring that all children are

involved and that it is the best possible use of time

- review children's access to materials that they can explore and investigate, ensuring that they stimulate their interest.

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