



The Bridge Nursery

Inspection report for early years provision

Unique Reference Number	316751
Inspection date	23 February 2007
Inspector	Christine Marsh
Setting Address	692 Manchester Road, Bury, Lancashire, BL9 9TQ
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Registered person	Underworth Ltd
Type of inspection	Integrated
Type of care	Full day 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

The Bridge Day Nursery has been registered since 2001. It is situated on Manchester Road in the Blackford Bridge area of Bury. The nursery has a large car park with easy access from the main road. To the rear of the nursery is open land and a small park is situated adjacent to the building. The nursery operates from the United Reformed Church buildings and has sole use of the building whilst the nursery is open.

The nursery offers both full and sessional day care places. It opens from 07.45 to 18.00, Monday to Friday except bank holidays and a week at Christmas.

The day nursery is registered for 48 children under the age of eight years, there are currently 28 children on the roll. Seven children are funded, and all three years old. The nursery currently has children with English as an additional language on roll.

The nursery consists of three playrooms, the first is a very large hall which is used for children who are aged over two years. There are toilet and hand washing facilities on the ground floor. The other two playrooms are smaller and are both used for children under two. There is an enclosed outside play area to the side of the building.

There are eight full time equivalent staff, most of whom hold a recognised child care qualification and others are working towards a childcare qualification. The nursery also has additional support staff and students on placement. The nursery works closely with the early years team to continually enhance the quality of services provided.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a well maintained environment. They are protected from infection through sound hygiene routines that minimise the risk of cross-infection. For instance, babies and toddlers hands are washed before they eat, whilst older children are reminded of the importance of washing their hands throughout the day after messy activities and before eating. The nursery's sick child policy is shared with parents and carers; this makes sure that children's health is well protected.

Frequent drinks ensure that babies and children are kept hydrated. Older children develop independence through pouring their drinks. Food is cooked on the premises and includes homemade soups and fresh vegetables. Children are well nourished through eating this healthy food and fresh fruit snacks daily. Babies needs are usually met through individual feeding routines. However, on some occasions, babies are not sufficiently supervised whilst feeding. Older children have started to serve themselves which promotes their independence. Fruit tasting sessions include less common fruits, such as pineapple and mango, to introduce children to a varied range of tastes. The older children enjoy sociable times eating their snacks sitting in a semi circle with staff.

All children have opportunities to be active and to rest during the day to fit in with their routine. Children have daily access to outdoor activities which contribute to their physical health and well-being. They wash toys outside, learning the importance of keeping toys clean to keep them safe. Children have access to a variety of outdoor experiences. These include walks to the local park and the duck pond where they feed the ducks.

Children regularly engage in physical play inside and outside, developing their gross motor skills through opportunities to move freely using large scale equipment. Indoors, fine motor skills are extended by older children cutting card and dough with scissors, while babies explore treasure baskets.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are safe and secure. The pre-school room is spacious, promoting children's independence as they access a range of activities that they choose freely. Displays of children's work are bright and help to develop a sense of belonging. In all rooms there is a range of equipment that meets safety standards and is appropriate to the age and size of the children. Children benefit from a suitably organised environment both indoors and outdoors. Babies have individual sleeping arrangements, sleeping in travel cots or prams according to parents wishes. They also have their own bedding. Babies health is maintained through these measures.

The manager has used the internet to undertake a thorough study of potential hazards. From this, a checklist has been devised to assess the nursery environment thereby ensuring it is safe for children. This further protects the children in their play and learning. Risk assessments take place at the beginning of sessions and before children go outdoors, to the park or to the playground which is accessible at the back. Emergency evacuation plans are in place and are undertaken on a regular basis. Established children are aware of these procedures, however, children who have only recently started to attend are not always fully aware. Children's safety is also promoted by visits from fire fighters and police officers as part of their topic work. These visits help children to learn about being safe in their daily lives.

Children remain safe because staff have undergone safeguarding children training and have a good knowledge of child protection matters and procedures. Children are also taught about safety issues in the nursery and these issues are addressed in practice on visits.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children benefit from areas being well defined and separated to encourage them to play in small groups in the pre-school room. Children make choices from the wide range of resources available. This promotes their independence and increases children's motivation in their learning. Children learn about right and wrong as staff praise children for appropriate behaviour and discourage unsuitable behaviour. Rules are displayed on the wall as statements saying, 'We Do', and 'We Don't'. Children have been actively involved in setting these rules. This encourages them to think about the effects of their behaviour on themselves and others and to take responsibility for their actions.

Children are generally valued. Many of the children are two years old and require a great deal of adult attention. They are listened to and responded to appropriately while they do their table activities, although staff are less engaged with children during physical play with large toys. At times children's needs are not completely met as staff do not always fully engage with children during activities. Overall however, children benefit from a range of first hand experiences, for example, using soft materials, such as 'gloop' and paint. These activities are both adult-led and child-initiated. This gives children opportunities to develop a range of skills. Children are beginning to develop positive relationships with each other and to learn to share toys.

Young children's activities are planned and recorded with reference to the 'Birth to three matters' framework, while older children's activities are planned with reference to the Foundation Stage curriculum. Children have a variety of experiences as a result of planning that makes sure activities cover all areas of learning.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage curriculum and effective systems are in place for planning and assessment. Observations of children doing activities are used to inform future teaching and learning. Children demonstrate enjoyment in their activities as they work towards the Foundation Stage stepping stones. Staff have a sound knowledge of individual children's abilities. Most of the funded nursery children attending are three years old. Sometimes younger children spoil other children's games, however, they are developing confidence socially with staff and other children as they engage in their play and learn about the daily routines. The deployment of staff does not always support children fully and ensure such disruption is avoided. Nevertheless, children show pride in their work, for example, pointing out their creative printing from the morning session as it is left out to dry. Their creative work helps to provide a stimulating environment and to develop children's self-esteem. Children regularly enjoy singing action songs and listening to stories that help develop their language skills. Children are confident and enthusiastic mark makers who concentrate well on their task and begin to realise that marks have meaning.

Children count and calculate as they check how many children are in role play areas, sing number songs and do number jigsaws. However, opportunities to count and calculate in everyday situations are not always fully used. For example, in a game of skittles, children are not encouraged to count the number of skittles knocked over, or to calculate the number left standing. Children develop positional language, knowledge of shape and size, through building towers alongside adults. Children are supported in constructing igloos from sugar cubes to develop their knowledge of the current topic and practice their fine motor skills. Sometimes during family group time children wander around rather than settling down to the activity planned for them. At other times children are fully engaged in their play, for instance they happily play with a range of programmable toys, including a robot, a dinosaur and walkie talkies. Children realise that batteries operate these toys and that they need switching on.

Children's creative development and language skills are promoted through role play in the igloo and home corner areas. These provide opportunities for children to consolidate their knowledge and understanding. Children's visits to the local area, along with visitors such as fire fighters, help to develop their knowledge of the local area and the wider world.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are addressed by staff gathering information from parents and carers. For instance, children bring comforters. The key person system is used. This helps children and parents to develop relationships with their key worker as the child settles in. A sound settling in policy is in operation, where children have several short visits before they start at nursery formally. Children's emotional needs are catered for by these measures. Two members

of staff have had training for the role of special educational needs coordinator, so they can support children with learning difficulties or disabilities and work with other agencies as needed.

Resources present positive images of race, culture, gender and disability to promote anti-discriminatory practice. Children have free choice from the toys available, in addition to particular activities that staff plan for them. Children experience the wider world through the promotion of topics, learning about different lifestyles and celebrations, such as Chinese New Year. Thus children's spiritual, moral, social and cultural development is fostered.

Children have been involved in developing the rules for appropriate behaviour and they are reminded of their importance. Staff have a sound understanding of the behaviour policy and use this to encourage children to behave appropriately. There is an incident book in which any behaviour incidents are recorded with parents being informed at the end of the day. In these ways children learn that acceptable behaviour is expected.

The partnership with parents and carers of children in receipt of nursery education is satisfactory. Children are able to go on outings as parents sign to agree to this before they start at the nursery. A selection of relevant information is available in the entrance area including information about nursery events. Children's experiences at nursery are shared with parents through this information; this encourages children to discuss nursery activities at home and to be supported by their parents in their learning.

Children's reports are written each term and parents and carers receive a copy detailing children's progress. In this way children's achievements are celebrated by sharing them with their parents. These systems keep parents fully informed and encourages them to be involved in their children's learning. The nursery has links with the primary schools that children will go on to. Children are confident when they leave nursery and move to primary school as staff are able to talk about their new setting to help them cope with the move.

Organisation

The organisation is satisfactory.

Staff are well qualified and have a range of experience. The manager has been in place for almost two years. During this time there have been some staff changes, for example, due to illness. Contingency plans are in operation to cover when staff are absent. In these ways staff to child ratios are successfully met. Children experience continuity of care and education through these measures. Students from training establishments also undertake training placements at the nursery, however sometimes students are not always fully aware of the particular needs of the youngest children, as they are still developing their professional skills in working with nursery age children. Students are being supported in their professional development by the manager, and by staff, to further inform their practice.

The operational plan sets out how space, time and resources are managed. Children's learning benefits from this thoughtful organisation. Children are registered appropriately while routines foster learning and build children's security within the setting.

Leadership and management is satisfactory. Children benefit from the leadership of the nursery. The manager works with staff to ensure children receive a satisfactory standard of care and education. All policies and procedures are in place and staff have clearly defined roles that help to ensure a smooth flowing daily routine. For instance, the named deputy manager undertakes daily risk assessments to ensure children are kept safe. The manager has a clear overview of the provision and a vision of how this can be developed further from the progress that has already been made since the last inspection.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The provider was asked to build on the systems already in place for informing parents about their children's progress and to involve them in giving their views. This has been achieved by ensuring parents are receiving information on children on a daily basis when they collect them. Babies have a daily book that details the activities, food and nappy changes that have taken place. Older children's parents are informed verbally. Parents receive a report each term outlining their child's progress. Children's achievements can be celebrated by staff and parents through these reports. There is a section for parents to add their views involving them in their children's education. Children's learning is supported by this exchange of information.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards. The complaint related to National Standard 2 Organisation, National Standard 6 Safety and National Standard 14 Documentation. A childcare inspector visited the provision on 9 January 2006. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

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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):

- review current feeding arrangements to ensure individual babies needs are met

- ensure emergency evacuation of the building is practiced on a more frequent basis so new children become familiar with it.

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):

- provide more opportunities for children to count and calculate in everyday situations

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk