

Bridge House Nursery

Inspection report for early years provision

Unique Reference Number	EY366228
Inspection date	28 April 2008
Inspector	Melissa Louise Patel
Setting Address	1 Bridge House, Skipton Road, Steeton, KEIGHLEY, West Yorkshire, BD20 6NR
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Registered person	Bridge House Day Nursery 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 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?

Bridge House Day Nursery is privately owned and operates from a converted house in Steeton, West Yorkshire. The nursery has been open under the current registration since December 2007. It was previously operating under different owners since 1996. The opening hours for the setting are from 07.00 and 18.00, five days a week. Children have access to a secure enclosed outdoor play area. The nursery is registered to care for a maximum of 66 children from birth to five years. There are 106 children on roll, of whom 49 children are receiving funding for nursery education. The children have use of five play rooms within the building. The nursery employs 23 members of staff on a full and part time basis, of whom over 50 percent hold appropriate early years qualifications. The provision supports children with English as an additional language. The nursery currently works towards the 'Birth to three matters' framework and the 'Curriculum guidance for the Foundation Stage' in learning.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children and babies are cared for in a suitably clean environment. The children are learning appropriate hygiene routines. For example, they are encouraged by the staff to wash their hands. They do so before meals, after toileting and after messy play activities. Children also use clean warm flannels after meals to wipe their own faces. The children that are more able can confidently explain why they need to wash their hands. The staff follow suitable hygiene routines to promote children's good health. For example, they wear gloves during nappy changes, wipe down changing mats and tables, and keep the bathroom areas clean. There are suitable accident, medication and sickness procedures in place to ensure that the children's welfare is maintained.

The children are nourished well and they receive appropriate quantities of food. They eat meals which are prepared freshly on the premises every day. The children enjoy hot meals at lunch time. For example, they eat fish pie with mashed potato and Broccoli. The menu provided depicts a range of other suitable foods to keep children healthy, such as tomato pasta bake, stew, cheesy bean bake, fruit and yogurts. Children eat regular snacks that include fruit. They often eat sandwiches at tea time with fillings, such as cheese and jam. Children drink healthy drinks. For example, they have access to water and they drink milk and diluted juices. The children's dietary needs are met appropriately through discussion with the parents. For example, any specific dietary requirements are recorded and kept listed in the kitchen areas to ensure children receive the correct food for them.

The children's gross physical skills are developing well. For example, the children and babies can move around freely in their rooms and they have opportunities to play outdoors. The young babies are becoming independent as they explore. They receive good support from the staff to help them stand and walk. The older children can also explore independently indoors and outdoors, and they are starting to learn how fresh air and exercise keeps them healthy. This means that they are starting to understand the benefits of a healthy lifestyle. For example, they can push and pull toys, balance on tyres, experiment with large hoops and jump in puddles.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment where risks are minimised, and that is welcoming to staff and children. For example, there are lots of displays of children's work and useful information for the parents. Children can select from a varied and safe range of resources that are stored appropriately. For example, there is a choice of toys and suitably sized tables and chairs for children to use which are organised well. The children's safety is protected and promoted as the staff have a clear understanding of their role in how to protect children, and the appropriate procedures are in place to safeguard them.

Children's welfare is promoted effectively as there are clear risk assessments and regular comprehensive checks are made to ensure that the equipment is well maintained. Children benefit as there are suitable fire evacuation procedures in place, which are practised with the children. In addition, the staff understand their role in following these procedures and can explain how they are carried out to promote the children's welfare. However, the written fire evacuation procedure does not make it clear regarding any special measures that are taken to

evacuate the premises where children are cared for above ground level. The children are kept secure as they are supervised effectively during daily routines and activities. The security with regard to access into the premises is sound. There are clearly defined procedures in place for any lost or uncollected children. These procedures support the children's care and welfare effectively.

Helping children achieve well and enjoy what they do

The provision is good.

Children and babies are cared for in a bright and child orientated environment. For example, a range of their work is displayed attractively. This demonstrates that what children and babies achieve is valued, which helps promote their self-esteem. Communication skills are developing well in all rooms. The babies and children respond well to staff through smiling, making gestures and by talking. Staff encourage this well by getting down to the child's level, smiling at them and asking questions. For example, the young babies look at themselves in shiny discs. The staff respond enthusiastically and ask 'can you see yourself?', 'where is your nose and eyes?'. The older children name colours when asked, sit together and look at books freely. They constantly talk with their friends and staff and ask their own questions. In addition, the children are progressing well in their development. This is because staff plan for children's learning based on their individual stage of development, linked to either the 'Birth to three matters' framework or the Foundation Stage in learning.

Children are happy and busy. They build with bricks and fix together train tracks. They explore a range of creative activities, such as paint, collage and mark making materials which they can mostly access independently. However, children can not always freely select mark making materials in all rooms where it is appropriate, in order to promote their spontaneity in learning in this area. The babies and older children explore musical resources. They explore equipment that they can pop, press and turn, aiding their development of fine motor skills effectively. They also play with materials, such as spatulas and cones, which they enjoy experimenting with. All children benefit because they have opportunities to play outdoors, which they enjoy. Children's day to day care needs are met effectively. For example, they eat and drink at suitable times and their nappies are checked and changed as required. In addition, children sleep when they are tired.

Nursery Education.

The quality of teaching and learning is good. The staff have a clear knowledge of the Foundation Stage. All staff have received some training or support to aid their understanding and to help them deliver the Foundation Stage effectively for the children. The staff plan activities well, in order to cover the areas of learning. They plan for children's individual learning. For example, they observe children and record their achievements clearly. The staff can explain what the next steps for the children's learning are. However, these written records are not always fully up-to-date, in order to give a full picture. The teaching methods are effective in helping the children progress well in their development overall. For example, the staff help children to develop their communication and thinking skills. For example, they ask the children effective questions to extend their learning, such as 'can you find the same picture?', 'is the container full?', and 'can it float?'. The organisation of the environment is arranged effectively to ensure that the children's learning is enhanced. For example, the resources are accessible and encourage the children's interest. This enables the children to use them spontaneously and in structured activities, in order to further their learning.

Children's attitude to learning is positive. They behave well and relate well to adults and other children. For example, they respond to them appropriately by following simple instructions, such as to tidy up and put on their coats. They are eager to join in activities and they are confident. For example, they communicate freely and explain what they are doing. They are learning self-care skills and independence well. For example, they serve some of their own food on to plates at lunch time, and they know why they need to wash their hands and they take themselves to the toilet.

Children explore media and materials. They can differentiate different colours and use collage materials. They experiment with paint, sand and water. The children explain which container is full and which one is empty. They also explain which is the biggest and which is the smallest, starting to learn concepts of size and space, and they are using mathematical language. They show an interest in shape, clearly labelling the triangle and square. For example, they experiment with making patterns and fix four triangles together and name the square. They do this quickly and with confidence. More able children can match and separate groups that are the same and recognise that the total is still the same, developing simple calculation effectively. In addition, there are lots of activities where children match together the same shape and size. Children show an interest in numbers and can recognise many numerals on the computer.

Children are starting to connect different aspects of their life experiences. For example, they talk about what they do at home and they are developing an interest in cultural events, through books and other resources. They are developing an understanding of the sense of time as they relate to this morning and yesterday. The children are developing their early reading and writing skills well. For example, they frequently mark-make and start to make recognisable shapes. Some children can write their own name and others can make a good attempt at it. They are also developing their hand and eye co-ordination and fine motor skills as they do so. There is evidence to suggest children write for a purpose as a means of recording for communication through mark making. However, children do not always have the opportunity to further develop their early writing skills as a means of recording through role play. Children are learning to recognise their own name as they find it on the on the card when they enter the nursery and through other daily routines.

Children use a variety of tools during creative activities that develop their fine motor skills and hand and eye co-ordination well, such as paint brushes, scissors, pencils and glue spreaders. Children are absorbed as they use their imagination playing with the small house. They communicate freely with one another, negotiate the use of toys and happily use their imagination. Children sing songs and listen to stories. They freely access books in the book area and do so frequently and spontaneously, developing an enjoyment of books and an understanding that words have meaning. Children develop their design and making skills as they fix together train tracks and build with small and larger bricks. They learn to operate equipment as they use the computer and control the mouse effectively. Children are learning about the environment as they watch the mini beasts with different size magnifying glasses. They also learn about how living plants grow, through the use of stories and practical activities.

Children are developing their gross physical skills well as they explore the environment indoors and out doors. They can dig in the sand, negotiate space as they find one inside and outside. They are effectively challenged as they balance on tyres and climb in and out of them. They enjoy the experience of jumping in small puddles, explore large hoops and they throw and catch balls.

Helping children make a positive contribution

The provision is good.

The children's behaviour is managed effectively during the sessions. For example, the staff frequently praise children during discussions and activities. The younger children receive praise for attempting to stand up and walk and the older children for naming a colour and completing a task. This helps them feel valued and secure. The babies show delight at praise and they demonstrate this through facial expressions and gestures. Children respond well to the staff and join in the activities. The children are learning about boundaries. For example, they receive gentle reminders to share toys when necessary. They respond quickly and settle back in to their play. In addition, the children play positively as they are very active and busy during the sessions. The staff take good account of individual needs through observing children and working with the parents. Children's spiritual, moral, social and cultural development is fostered.

Children are learning well about diversity. For example, the children are starting to develop knowledge about differences in society, through accessing a range of varied and suitable resources to reflect positive views of diversity in society today. For example, there are welcome posters in different languages, books, pictures, dolls and dressing up costumes and materials. Festivals, such as the Chinese New Year, are celebrated. In addition, the children with English as a second language are given appropriate support in small groups to help them progress.

Partnership with parents and carers is good. Children's stability and learning is promoted effectively by the staff's good working relationships with the parents. For example, the parents are kept informed of how their child is progressing through a range of supporting written information available for them, such as relevant policies, procedures, news letters, and a welcome pack. In addition, there is a good range of information displayed on the notice boards in the entrance areas and on walls in the play rooms. The staff are also readily available to talk to parents when they arrive and leave the nursery. The parents also have access to their child's individual profile, which show clear information on their child's progress linked to the 'Birth to three matters' framework or the Foundation stage in learning.

Organisation

The organisation is good.

The effective organisation of the environment throughout the nursery ensures that the children can move around independently and use a good range of resources indoors and outdoors. Children's care and learning is effectively supported as they receive a range of planned activities, and they can select resources of their own choice. This aids their independence and progress. In addition, there are good staffing ratios and the staff are appropriately qualified. The documentation to support the children's care and education is readily available and promotes the children's health, safety and well-being. Children benefit from clear operational procedures which are reflected in daily practice. For example, the staff are deployed effectively throughout the day and demonstrate a clear understanding of their roles, which supports children. Overall, the provision meets the needs of the range of children for whom it provides.

The leadership and management for the nursery education is good. The staff are supported well, in order to promote the Foundation Stage effectively for the children. For example, the staff attend training on the Foundation Stage and they receive support through meetings and through induction procedures. The staff and management work well together and they are able to assess their own strengths and weaknesses, in order to improve the provision. Staff are keen to develop and show an awareness of appropriate changes to be made, which helps the

monitoring and evaluation systems in place be effective, in order to promote good quality education for the children.

Improvements since the last inspection

not applicable.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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 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):

- extend the written fire evacuation procedure to include any special measures taken where children are located above ground level
- further develop the children's access to mark making materials in some of the play rooms.

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 the children's development records to ensure written records of their next steps in learning are up-to-date
- further develop the children's early writing skills as a means of recording through role play.

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