

# Bridge Farm Day Nursery

Inspection report for early years provision

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**Unique reference number** EY368697  
**Inspection date** 01/12/2008  
**Inspector** Gill Thornton / Susan Smith

**Setting address** Building C2, Bridge Farm, Old Martlesham, Woodbridge,  
Suffolk, IP12 4RB

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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Bridge Farm Day Nursery is one of two nurseries run by the directors. It opened in 2008 and operates from three main play rooms in purpose built premises in Martlesham on the outskirts of Ipswich, Suffolk. All areas of the nursery are accessible and on one level and an accessible toilet is available. All children share access to a secure enclosed outdoor play area.

A maximum of 40 children may attend the nursery at any one time. It is open each weekday from 08.00 to 18.00 for 51 weeks of the year. There are currently 52 children on roll, all of whom are within the Early Years age group. The provision also offers care for children aged up to eight years. This provision is registered on the Compulsory part of the Childcare register. The nursery is in receipt of funding for nursery education.

There are 13 members of staff, 11 of the staff, including the two directors hold appropriate early years qualifications and one member of staff is working towards a qualification. The nursery receives support from the local authority.

## Overall effectiveness of the early years provision

Children at this setting are provided for effectively within the Early Years Foundation Stage (EYFS) and are making good progress from a very early age. The warm relationships developed between staff, children and their parents ensure all children are included and enjoy their time at the setting. Children's welfare is generally well promoted in the clean, well equipped and very secure environment. The manager is beginning to evaluate the effectiveness of the provision in order to bring about further improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve hand washing procedures to prevent the spread of infection and to help children understand the importance of good personal hygiene
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to involve all staff in identifying the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop the use of observation and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child across each of the six areas of learning and development, with particular regard to the 3-5 room
- develop opportunities for babies and younger children to explore and experiment with natural materials
- develop opportunities to work in partnership with other providers delivering the EYFS to ensure progression and continuity of care.

## **The leadership and management of the early years provision**

Children's welfare, care and safety are generally well promoted as staff understand the procedures and policies for the effective day to day running of the setting. However, they do not consistently reinforce good hand washing procedures with the children and the use of a communal towel increases the risk of cross infection. Children's health is promoted by the provision of a balanced range of healthy meals and snacks that are freshly prepared on the premises. Documentation is well organised to support the care and welfare of the children attending.

Children's welfare is safeguarded. Thorough recruitment and vetting procedures ensure children are cared for by a suitable staff team who are deployed effectively ensure all children are included and their individual needs well met. All staff demonstrate a clear understanding of the possible signs of child abuse and their role in protecting children. The manager and owner are committed to developing the nursery and improving outcomes for children. They have identified the need to develop the outdoor area to extend the range of learning opportunities on offer. However, systems to evaluate the provision do not effectively encourage a culture of reflective practice because all staff are not actively included in identifying the settings strengths and priorities for improvement.

The manager and staff work well with parents and carers. Effective settling in procedures ensure children are happy and secure and parents leave confident in the knowledge that their children are safe and well cared for. Additionally, parents value the opportunity to view their children during the day via the secure webcam system. The manager has considered, but is yet to implement, a system of liaising with other settings delivering the EYFS to ensure that children's needs are planned for across the differing settings that the children attend, to promote progression and continuity of learning and care.

## **The quality and standards of the early years provision**

Children are confident, self-reliant and keen to learn. Most staff have a good understanding of the EYFS. However, assessment of children's achievements and the planning of activities for their next steps in learning are not consistently applied throughout the nursery. Consequently, older children are missing some opportunities to take part in challenging learning experiences balanced across the six areas of learning. Children have access to a good range of easily accessible resources throughout the nursery which encourages them to make choices. Many activities are child-led which fosters children's skills in steering their own learning.

Older children use language well to articulate their feelings and to express their views and ideas to their peers and adults. They demonstrate good social skills and relish opportunities to use their imagination, for example, in the well resourced home corner acting out their own make believe stories. Staff are responsive to the requests of babies and younger children, consequently they feel valued and included.

Children behave very well, they confidently remind each other of the rules and help to tidy up. Consequently they develop a good understanding of caring for their environment and each other. Staff make the most of spontaneous learning opportunities, for example, at group time using the contents of a child's handbag to play 'Kim's games' to promote children's listening and memory skills. Babies and younger children have ample space indoors to practise their physical skills in safety and they benefit from daily access to the outdoor area. The nursery is exploring ways of adapting and developing the outdoor area to provide older children with further physical challenge. A good range of high quality child-size furniture enables all children to play in comfort and safety.

Babies and younger children enjoy daily planned opportunities for messy play and mark-making. For example, experimenting with the texture of playing with Small World animals in the shaving foam. However, opportunities to experience a range of tactile natural materials are limited. Older children demonstrate their ability to predict what happens when different colour paints are mixed together and all children enjoy experimenting with the range of paints available to them. They freely share their experiences from home and are gaining an understanding of the wider world through discussion and access to positive images of diversity displayed at child-height throughout the nursery.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since 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.