

Bridges Nursery and Out Of School Club

Inspection report for early years provision

Unique reference number	502848
Inspection date	07/04/2009
Inspector	Kathleen Snowdon
Setting address	Windmill House, St. Cuthberts Road, Gateshead, Tyne and Wear, NE8 2EL
Telephone number	01914773233
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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 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

The Bridges Nursery and out of school club is one of two privately owned provisions. Registered in 1996, it operates from a former school building in the centre of Gateshead, near to local facilities and public transport. The nursery is open each weekday from 07.30 until 18.00, 52 weeks of the year except for bank holidays. The out of school 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.

The setting is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 81 children may attend the nursery while 40 may attend the out of school club at any one time. Currently there are 165 children on roll; this includes children who attend the out of school club who are in the Early Years Foundation Stage. The children on roll live in the local and surrounding communities. They are accommodated in eight rooms spread over two floors; there is no lift and there is a fully enclosed area for outdoor play.

The nursery and out of school club employ 46 staff. All of these hold appropriate child care qualifications and work directly with the children; there are additional domestic staff. The nursery supports children who are learning English as an additional language. It is a member of The National Day Nursery Association and was awarded 'Quality Assured' accreditation in 2007.

Overall effectiveness of the early years provision

The quality of the provision is good overall. The inclusive approach means that children's individual needs are met in full. As a result, the children make good progress in their learning and development while very good priority is attached to their welfare. Partnership working is good, especially partnership with parents, and self-evaluation effectively identifies areas that need improvement. However, opportunities for children to spontaneously explore mathematical concepts, such as weight and measure, are limited.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to weigh and measure in spontaneous activities, for example, during role play.

The leadership and management of the early years provision

The setting shows good capacity to improve. Recommendations made at the last inspection have been fully addressed and the entire staff group is involved in the on-going process of self-evaluation. This gives every member of staff regular opportunities to reflect on their individual practice. All staff are committed to

further professional training; some are currently completing degrees in relevant subjects. Other recent courses staff have undertaken include basic food hygiene, child protection, first aid and health and hygiene.

Documentation is very well organised, stored securely on site to protect confidentiality and amended as soon as changes occur to keep information up to date and accurate. Managers monitor accident and medication records to ensure that they have been completed correctly and to identify any irregularity. This exemplifies the efficient manner in which the setting operates and promotes children's overall health and safety.

Excellent priority is attached to safeguarding. Ongoing child-protection training produces a staff group that is highly aware of the signs and symptoms that indicate abuse. As well as this, staff recruitment procedures are rigorous, the building is secure and risk assessments are thorough and comprehensive. These factors ensure that children are protected from unsuitable people and dangerous situations.

Partnership working is sound, especially partnership with parents, which is very good. Daily discussions and information sheets keep parents and staff fully informed of children's recent experiences. Regular newsletters and dedicated notice boards keep them abreast of topical issues and forthcoming events while parents' evenings offer parents the opportunity to hear personalised accounts of their children's progress. Parents say that the staff are 'great' and 'go the extra mile'. They add that the location is very good and identify the setting's flexible approach as a key strength and rate the quality of service they receive as 'amazing'

The quality and standards of the early years provision

Staff make insightful observations and assessments of the children to establish children's starting points. They use this information to effectively plan activities that cover all areas of learning and appeal to children's interests. The indoor and outdoor environments are well planned and well resourced, helping children to make good progress towards the early learning goals. However, there are too few opportunities for children, of their own accord, to initiate activities that allow them to experiment with weight and measure.

Children's welfare is very well promoted. For instance, appetising and delicious meals and snacks support their physical development while consistent routines, such as regular hand-washing, help to contain the spread of common illnesses and infections. As well as this, children learn simple but highly effective ways to stay safe. For example, they practice fire drills, which prepares them for emergencies, and they talk about road safety and why they wear high-visibility jackets before they go on outings.

Regular visits to places in and around the setting acquaints the children with their local community while celebrating a range of festivals, such as Easter, Divali and Chinese New Year, this teaches them about the wider world. Good quality books,

jigsaws and small world items show images of people from other cultures and with varying abilities. These help children to form positive views of diversity while highly effective boundaries teach children to behave well and respect others.

Relationships between staff and the children are excellent. Staff remain on children's level so children are very well supported, secure and happy. Senior managers have daily, close contact with the children and their key persons. This allows them to observe and assess relationships and track how well individual children are making progress. For example, alongside nursery staff, they ensure that children who are learning English as an additional language have every opportunity to use their home language as well as English. Together with input from professionals from other agencies, this helps children to reach their full potential.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
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

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Annex B: the Childcare Register

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

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