

Bridge End House Nursery Fixby

Inspection report for early years provision

Unique reference number	EY385488
Inspection date	22/04/2009
Inspector	Shazaad Arshad

Setting address	66a Netheroyd Hill Road, Huddersfield, HD2 2LS
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Type of setting	Childcare on non-domestic premises
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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

Bridge End House Nursery (Fixby) Limited is one of two nurseries operated by Bridge End House Group Limited. The nursery opened in November 2008 and it is situated in Fixby close to the centre of Huddersfield. The nursery operates from a purpose built two storey building that consists of four separate open plan play areas, including separate baby suite. All children share access to a secure enclosed outdoor play area. The nursery serves children and families living in the local and surrounding areas. It is open for 51 weeks of the year between the hours of 07.15 to 18.00.

The nursery is registered on the Early Years Register to care for a maximum of 47 children at any one time. There are currently 98 children on roll who attend for a variety of sessions, and 23 children are currently in receipt of funded nursery education. There is provision for children with disabilities and learning difficulties, and for those children who speak English as an additional language. The setting is also registered on the compulsory part of the Childcare Register, and on the voluntary part of the Childcare Register. There are 21 members of staff, 14 of whom hold appropriate early years qualifications. This includes the group co-ordinator and manager who both hold level four qualifications and Early Years Professional Status.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The management team are very proactive and members of staff are reflective practitioners. This ensures that the good practice developed to further improve and enhance children's learning and development opportunities. The nursery offers a secure and welcoming environment where children demonstrate high-levels of confidence and a strong sense of belonging. All staff have completed diversity training and subsequently this enables the nursery to provide a service that is inclusive and respectful of diversity. The nursery have recently embraced the process of self-evaluation, and at present there are areas that require further identification of the strengths and weaknesses of the nursery.

What steps need to be taken to improve provision further?

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

- develop links with other practitioners who share the care of the children in order to ensure that each service compliments the other
- develop assessment records to ensure that children's progress is continually evaluated
- continue to develop the self evaluation process as a means to clearly identify the strengths and weaknesses of the nursery.

The leadership and management of the early years provision

The leadership and management of the early years provision is good. A robust operational plan and the successful implementation of a range of transparent policies and procedures, help to ensure the safety and well-being of the children. In addition, the staffing team has remained consistent and many of the staff have remained with the nursery since the change of ownership. There is a good balance in the different age ranges of the staff and the nursery use good recruitment, induction and appraisal systems ensure that children's welfare is maximised.

The children attending the setting are offered high-levels of support and encouragement by an attentive and qualified staff team who have a good commitment to further professional development and statutory training, such as first aid and food hygiene. In addition, staff are confident and competent in their knowledge and understanding of how to safeguard children. They follow the rigorous child protection procedures and facilitate inter-agency working where necessary. Hygiene routines and policies to deal with sick children are effective and reduce the likelihood of transferable infections. Risk assessments for the premises and outings are completed with the assistance of external specialists; they are rigorous and verified by an external consultancy firm.

The provision promotes equal opportunities and anti-discriminatory practice exceedingly well, ensuring everyone feels included and valued. Children are provided with a wealth of opportunities to help them learn positive attitudes and to respect diversity and equality. Some staff are bilingual, which raises language awareness for all children and supports home links. The curriculum planning addresses the children's unique learning needs and developing success partnerships with parents is a priority of the setting. Key workers take positive steps to develop close bonds with children. The setting plans carefully for the transition from one age grouping to another, and from nursery to school by maintaining close, working relationships between parents and key persons. This helps to provide continuity for the children. Staff and parents create clear records together, which ensures that the child's key person makes the best possible provision to meet each child's differing needs. Open evenings and discussions with the child's key person help to keep parents knowledgeable about their child's progress. However, for children who attend more than one setting, the methods of communication between staff and other carers are not fully developed to ensure that each service compliments the other.

Parents are warmly welcomed and systems are in place to elicit their views through the completion and evaluation of questionnaires. Members of staff recognise that parents are experts in relation to their children's family background, lifestyle and culture. This enables the setting to provide a secure environment that challenges discrimination and stereotypical views. The nursery management team and owner's work together cohesively in order to ensure that the nursery is successfully managed. The process of self-evaluation has started and currently there are further areas for improvement through completion of critical review of the nursery's areas for improvement.

The quality and standards of the early years provision

Children receive good levels of engagement from staff and freely enjoy all the learning environment and resources. Well labelled displays of children's artwork, with captions of what children have said and photographs, help to create a vibrant, welcoming environment. Children of all ages are encouraged to be active, independent learners, through stimulating, well presented activities, both indoors and outdoors. For example, they role play in the surgery area and pretend to take care of their friend and loved ones. They also enjoy using a good variety of collage materials and have free choice when designing their face cards, which is linked to the theme on bodies. Staff value what the children do and the children's own ideas.

Effective systems are in place to ensure that the curriculum planning addresses the children's unique learning development needs and specific learning objectives, however, staff also listen to the children and plan activities that address their current interests. For example, a child's visit to hospital resulting in a whole theme around the role play area being adapted to a surgery. Key workers complete sensitive observations of the children, which are regularly reviewed to ensure that they cover all areas of the Early Years Foundation Stage. However, staff are still developing the use of observations for the children to plan activities that help move them on to the next step in their learning. The children attending the setting are all confident to communicate and staff extend and develop the children's language through sensitive and appropriate intervention. For example, babies and young children enjoy singing and music as they confidently babble and develop their single word vocabulary. In addition, the children demonstrate a sound phonic knowledge. They accurately name familiar letters that are displayed within the print rich environment and show pride when they recognise familiar words, such as their name and the name of their friends.

Children thoroughly enjoy the use of the outdoor and observe the activity in and around the nursery. For example, the postman coming and the large lorry collecting waste. Staff cater well for each child's interests and talk with older children about the size of tractor wheels, compare them to the size that they themselves are, which supports children's understanding of size in a fun way. The staff ensure there is a good balance of child-initiated and adult-led opportunities. They make regular observations on what children do and some show focussed next steps in the children's learning. They use their good knowledge of each child's capabilities more, in order to appropriately target children's individual goals. Mealtimes are very social occasions for the children who enjoy freshly prepared wholesome and nutritious food and drink. The children name different fruits and vegetables and are able to distinguish between healthy and unhealthy food types. In addition, the children's self-help skills are actively encouraged as they independently pour their own drinks and fasten their shoes. Staff are keen to ensure that children understand the importance of good self-care and prevention of accidents. As a result of the committed and caring staff team, the children are very settled and secure within the nursery. Photographs of children enjoying and achieving are displayed around the playrooms to help the children develop a strong

sense of belonging. The children are encouraged to learn about the local community through being taken on outings and they benefit greatly from trips out to the local community. The children have direct access to two outside play areas at two different levels and both areas are used for a range of physical play and opportunities for children to obtain first hand knowledge of changing seasons, weather patterns and growing plants.

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

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?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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