

# The Old Bridge Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	314188
<b>Inspection date</b>	27/07/2009
<b>Inspector</b>	Ann Coggin

<b>Setting address</b>	1 Jubilee Place, High Street North, Shincliffe, Durham, County Durham, DH1 2NJ
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<b>Email</b>	
<b>Type of setting</b>	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 Old Bridge Nursery is a privately owned day care facility which was registered in 1996. It operates from three rooms within self-contained premises in the village of Shincliffe outside the city of Durham. Children aged between two and three years are accommodated on the first floor. The nursery serves the city and a wide surrounding area. Children have restricted access to an enclosed outdoor play area. The setting is open from 08.00 to 18.00, Monday to Friday, all year round, except bank holidays and between Christmas and New Year.

The Nursery is registered on the Early Years Register and the and the compulsory and voluntary parts of the Childcare Register. A maximum of 27 children may attend the setting at any one time. There are currently 35 children aged from eight months to under five years on roll. There are systems in place to support children with disabilities and children who speak English as an additional language.

There are eight permanent members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) at level 2. The manager is a qualified teacher. The nursery receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff promote all aspects of children's welfare and learning successfully. Children of all ages settle well at the nursery and develop good relationships with staff. Children enjoy a balanced programme of free play and planned activities that supports their learning and development well. Partnership with parents and carers is highly valued and supported through ongoing communication. There are effective systems for monitoring and evaluating the provision to promote good outcomes for children. Most of the required documentation is in place.

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

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

- develop the indoor environment to ensure babies' feel at home.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a record of risk assessments for all outings is maintained clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation)

27/08/2009

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

Staff are guided by an effective and motivated manager who has a clear vision for the setting. She is enthusiastic in her approach and provides a good role model for her staff as she values them and utilises their skills well. They all work very well as a team. Regular team meetings and the key person approach ensures all staff are fully aware about children's individual needs and enables them to plan activities to address children's interests. Planning is detailed and covers the six areas of learning. Self-evaluation is good and staff liaise well with external agencies for advice and support for addressing the range of children's needs.

The manager and staff have a committed approach to ensuring children experience a stimulating, welcoming environment that enables all children to make good progress in the Early Years Foundation Stage (EYFS). All staff are involved in an appraisal system and this enables them to identify their individual strengths and weaknesses. Professional development is encouraged and staff regularly update their knowledge through attending appropriate courses, such as special needs and early years foundation stage. Secure safeguarding procedures ensure that the children are well protected. Effective recruitment procedures ensure children are cared for by staff who have relevant experience, qualifications and skills to do their job. Clear induction systems ensure staff are informed of the setting's procedures and policies. Risk assessments are used to identify and effectively minimise risks within the nursery, the outdoor play area and on outings. However written documentation is not in place for walks around the village. Good security procedures are in place. For example, there is one entrance which is locked ensuring children are unable to leave the premises unsupervised. Staff check the identity of visitors and their times of arrival and departure are recorded. Staff are secure in their knowledge about safeguarding children and the procedures to follow should they have concerns about a child in their care.

There are good arrangements for working in partnership with parents and carers. Staff take time to find out about the children they care for, their backgrounds and families. As a result, they know children very well and embrace their uniqueness. The nursery is welcoming and the notice boards around the nursery, the policies and procedures and information through regular newsletters ensure parents are kept fully informed. Daily diaries provide parents with written information about the children's day, their routines and the activities they have had the opportunity to participate in. These, together with daily discussions provide good opportunities for parents and staff to share what they know about the children and the progress they are making. Parents evenings twice a year and coffee mornings provides a more formal basis for discussing children's progress and development. Parents reported they were very happy with the care provided and found staff friendly, approachable and caring.

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

Children are provided with a good range of activities which enable them to make good progress across all areas of learning and development. There is a warm

rapport between the children and the staff, they enjoy closeness, such as cuddles and this produces a secure and fun environment for all children. Children are happy and settled across the nursery and confidently talk about their families and people important to them and this is sensitively encouraged by staff. The rooms are effectively organised and encourages purposeful play and exploration with an appropriate balance of adult-led and child-led activities. Staff demonstrate a sound understanding of the EYFS and are effective in helping children progress in all areas of learning. Planning develops through daily observations and a range of varied assessments undertaken on all children. This ensures it is flexible and takes into account the interests and ideas of each child. The resources and activities are clean, well maintained and are used well to care and promote the learning of the children. However, there are no comfortable chairs in baby room for staff to feed babies or for children to sit and comfortably together for stories.

All children participate eagerly and with enjoyment in the activities provided, such as sand, dried cereal and shredded paper. There is laughter, giggles and gurgling as children play with a range of stimulating resources, such as the safari park, moon sand, dried cereals and hairdressing equipment. Staff support the children well as they join in their play and interact to encourage children's thinking and communication. Children have a positive sense of themselves as individuals and staff promote their self-esteem and confidence well. For example, children proudly show their art work which is displayed on the walls and are excited when they talk about their visit to the cathedral and castle and about being show the wall used by Harry Potter. Staff reinforce children's communication, language and literacy skills through social occasions together such as meal times, sharing books and guiding their early writing skills through regular opportunities for chalking, drawing and painting. They enjoy reading books and listening to familiar stories, such as Little Fish and Little tiger's big surprise, anticipating what comes next. Pre school children enjoy using the 'sounds box' where they take turns to describe the objects in the box to each other. Children are encouraged to develop an understanding of the world and their community as they learn about each others celebrations and have access to an appropriate range of resources that promote positive images. They have visits to a local farm, walks around the village and visit the local garden centre where they purchase plants and have snack in the tea room. Children enjoy caring for their plants and talk about waiting for them to grow so they can eat the tomatoes and peppers. Children develop problem solving skills and numeracy with mathematical concepts reinforced through a varied range of activities which involves numbers, shapes and patterns. Staff consistently manage children's behaviour well. As a result, behaviour is good. Children get on well with each other, cooperate well during group activities and enjoy each others company.

Staff promote children's welfare effectively through encouraging an awareness of good hygiene and personal safety. Children enjoy healthy snacks of fruit each day and staff ensure that all dietary needs are met appropriately. Parents provide children's meals and staff record the temperatures of food which has been heated. Children are made aware of playing safely and adults reinforce children's understanding of their boundaries, such as holding onto the handrail as they slowly walk down the stairs. Children are kept safe in the nursery due to the safety procedures carried out by staff with security a priority of the nursery. Children regularly take part in fire drills and are aware of the procedure ensuring their

safety. Effective procedures are followed by staff to ensure the health of children, for example, exclusion of children who are ill and the use of aprons and gloves when changing nappies. Children know why they have to wash their hands after toileting and before eating and gently remind each other as well as the inspector to do so.

## 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?	2
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?	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