

Bridge End House Nursery Limited

Inspection report for early years provision

Unique reference number EY367827
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Inspector Shazaad Arshad

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Bridge End House Nursery was registered in 2008. It operates from converted buildings on the outskirts of Brighouse in West Yorkshire. The setting predominantly serves families from the local area. The accommodation comprises of three linked buildings, each with its own entrance. There are separate units for children under two years, two to three years and three to five years. In addition, out of school care is provided on the first floor. All children have access to a shared outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is registered for a maximum of 115 children under eight years. The nursery is open from 7.15am to 6pm each weekday for 51 weeks a year, excluding bank holidays, with extended hours being available on request. There are currently 203 children on roll, of whom 182 are in the early years age range. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, as well as children who speak English as an additional language. There are currently 26 members of staff employed who work directly with the children. Of these, 14 hold a recognised level 3 childcare qualification, including a qualified teacher. The coordinator has a level 5 management qualification. The setting has achieved an Investors in People award and has been quality assured through the Steps to Quality scheme. They receive support from the local authority and guidance from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming, inclusive environment. Good relationships with parents ensure that children's individual needs are met well. Children make good progress in their learning given their age, ability and starting points. The management team regularly evaluate the provision and identify most targets for improvement, which ensures the setting is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- evaluate the organisation of group activities, such as circle time before lunch, to ensure that the needs of all children are met
- continue to develop the process of self-evaluation
- ensure the children's development files are consistent in the recording of children's starting points and the next steps in their development.

The effectiveness of leadership and management of the early years provision

The setting effectively safeguards children's welfare. Robust systems for recruitment ensure that children are cared for by an appropriately qualified and vetted staff team. Staff are familiar with procedures to follow if they have concerns about a child and key staff have attended relevant child protection training. Effective risk assessment procedures ensure that the environment is safe and suitable for children, and assessments are promptly reviewed when changes occur, such as bad weather or damaged equipment. All of the required documentation that promotes the health, safety and well-being of children is in place, and a comprehensive induction process ensures that staff implement policies and procedures effectively in practice. The consistency and experience of the staffing team is a key strength of the setting, with most staff being employed for over a decade. The staff work exceptionally well together as a team, sharing tasks and responsibilities throughout the session. Resources are used well to create a stimulating learning environment for children where they can easily access suitable play materials and equipment. The session is well organised and runs smoothly overall. However, some parts of the day are less well planned, such as the circle time before lunch, which does not fully ensure the needs of current children are taken into account.

The management team continually reflect on their practice and identify priorities for future development. They carry out regular staff appraisals to identify the training needs of staff and apply a programme of continuing professional development, targeted to improve outcomes for children. The process of self-evaluation is being developed, for instance, ongoing improvements to the learning environment which will enhance children's opportunities to become more independent and to do things for themselves. Staff work closely with parents to ensure that they have a thorough understanding of each child's background and needs so that equality and diversity is effectively promoted. Partnership with parents is excellent and there are many methods which allow a comprehensive exchange of information. This enhances parents' awareness of what their children are doing while in the setting and their developmental progress. This effectively enhances the two-way communication process with parents regarding their child. Parents are very happy with the service provided and complete most details that help their child to settle well within the setting. The setting offers a flexible settling-in period that is tailored to meet the needs of each child. Parents have access to the regulator's details if they want to make a complaint and the setting also has an internal complaints procedure and website. The setting has given the utmost priority to enhancing the successful partnerships with other agencies, for example, speech and language therapists and links with local schools and children's centres. This ensures a highly effective approach in meeting children's needs.

The quality and standards of the early years provision and outcomes for children

The staff have a good knowledge of the welfare, learning and development requirements of the Early Years Foundation Stage. They promote children's learning and their social, physical and economic well-being. Activities are well planned and resourced. Staff confidently discuss the aim of their activity and which areas of learning it will cover. Clear systems enable staff to ensure that every child's learning is promoted. However, there is some inconsistency in the recording of children's profiles and in clearly identifying their starting points and next steps of their learning. Children make good relationships in the setting and are keen to see their friends at the start of the day. They grow in confidence and independence as they select their own resources and pour their own drinks at snack time. Children learn to keep themselves safe as they remember why they should sit down when they are eating and are reminded why it is dangerous to push their friends during outdoor play on bikes. They adopt simple good hygiene routines, for example, washing their hands after a messy activity or before snack time, and they make healthy choices as they enjoy a selection of fruit to eat. There are many opportunities for children to have fresh air and exercise in the enclosed dedicated play area on site. This is well resourced and enables them to play outdoors in all weather. Equipment is available, such as bikes, balls, a playhouse and a blackboard that the children enjoy writing on with water and a paintbrush, therefore fully promoting their physical development and well-being. The children fully benefit from playing outside every day in all weathers as part of a healthy lifestyle. They wrap up well in waterproof clothing and have fun running around and practising their physical skills in the outdoor area.

All children have good relationships with their peers and approach adults with ease for cuddles and reassurance. Their independence is valued as they are able to select independently and safely from the vast range of resources available to them, as many of the resources are within their reach. All children are welcome and the nursery accommodates diverse social backgrounds, cultures and religions. Positive images and resources that reflect cultural diversity are good and the children celebrate a range of cultural festivals, such as Diwali and Eid. Special project work is undertaken on some of the countries children come from, for example, Gambia and other African countries. Parents are encouraged to share their knowledge with staff and children about their cultures. This extends their awareness of the diverse cultures within the world they live in. Children have opportunities to participate in singing and music activities. They especially enjoy singing songs and rhymes at group times and also with the lead staff. Children of all ages enjoy looking at books independently as well as with their peers, and all have access to very comfortable reading areas. Some of the older children are able to write recognisable letters, usually contained in their name. Staff explain things carefully so that children understand. For example, they show how to count the sides of octagons and hexagons so they can match them correctly in a game of dominoes. Most children recognise their names when they self-register and some can read other familiar words, such as the days of the week. They use their imaginations freely in role play and creative activities and select materials to use for their own

purposes. The children are motivated to learn, keen to take part and are making good progress across all areas of learning.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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