

# Bridgewood Day Nursery

Inspection report for early years provision

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<b>Inspection date</b>	14/05/2010
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<b>Type of setting</b>	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.

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## Description of the setting

Bridgewood Day nursery opened in 1999 and operates from four rooms in a converted house. It is situated in the town of Chatham, Kent. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 52 weeks of the year. All children share access to a secure enclosed outdoor play area. This group is privately owned. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

There are currently 20 children attending who are within the Early Years Foundation Stage. Children come from a local catchment area. The nursery currently supports a number of children who speak English as an additional language. The nursery employs seven staff and all the staff, including the manager hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All staff make certain that every child enjoys a range of exciting and stimulating activities. The nursery makes good provision for children within the Early Years Foundation Stage. Overall the setting promotes children's welfare and learning well. Good communication between the staff ensures that every child enjoys a range of challenging activities. Children benefit from a staff team who are committed to sustaining their individual needs. They are supported in an inclusive environment where the needs of all children are met, including those who speak English as an additional language. The partnership with parents is valued and they have built significant links with the local school and other agencies, which promotes each child's all around development. The manager and staff are developing action plans. As a result, they have a good capacity to develop and maintain continuous improvement.

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

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

- develop further the system to use the information gathered from parents with the ongoing observational assessment in order to assist with planning for each child's continued progress
- update the record of risk assessment to include any assessments of risks for outings and trips
- increase all staff's understanding of policies and procedures. For example, the lost or missing child policy, and the safeguarding child protection policy in relation to allegations of abuse made against a member of staff.

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

There is a clear policy on safeguarding children. Staff have access to all policies and procedures. These are discussed at regular staff meetings. Nevertheless, not all staff are secure in their knowledge of the lost or missing child policy or some aspects of the child protection procedure, regarding the process for allegations of abuse made against them. However, staff clearly describe the safeguarding procedures in relation to the action they would take if they were concerned about a child's welfare. Staff consistently support children's welfare through well organised routines. They are continuing to establish their systems to share information about the child's achievements and to develop the observations when planning for individual children. The provider considers areas for future improvement and is committed to improving the outcomes for children. The management and staff work together on an action plan for their continuous future development. Risk assessments are regularly conducted within the nursery environment and when on outings. However, they have not recorded the assessments of risks for outings and trips.

Effective daily opening and closing procedures are practised by staff ensuring children are safe and secure at all times. The provider is working closely with the local authority development workers to ensure that activity planning is changed effectively so that each individual child's needs are met. Staff support children's welfare through organised routines. They make sure that children play with age appropriate toys and resources and follow a planned programme for the regular cleaning of resources in particular in the baby rooms. Parents are given plenty of written information regarding the nursery to ensure they are able to make an informed decision about placing their child. The provider ensures that effective procedures are in place for the assessment of children with special educational needs. Parents provide all the required written permissions, for example, to seek emergency medical treatment for their child. They receive a good range of written information regarding the nurseries policies and procedures which are readily available. Children's observations and assessment records are effectively shared with parents. The partnership with other agencies is highly valued. They work closely with the local schools and other agencies. This makes sure that they effectively promote each child's continuing progress.

The owner and manager conduct frequent assessments and appraisals of staff. Staff have regular training opportunities which contributes to the effectiveness of the staff team. The provider's effective use of a robust staff recruitment procedure makes sure children are safe and cared for by suitable staff. Nevertheless, the retention of staff's Criminal Records Bureau details does not meet the data protection procedures. The management structure is secure and the staff team work well together. This means that there is good communication and ensures all adults know and understand their role. Staff provide a stimulating environment and a well balanced plan of activities. This contributes towards each child's success as a competent and motivated learner. Children play in a truly inclusive environment where every child is valued as an individual. Staff listen and acknowledge children's comments and questions at all discussions. This values their contributions and

promotes children's self-esteem. Children learn the value of a diverse society and are encouraged to acknowledge each other's abilities and views. The labelling of signs and everyday objects in dual languages promotes every child's unique need. As a result, children develop a positive attitude towards diversity.

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

Children are confident as they freely choose the activities they wish to pursue. They concentrate well and spend time making models with recycled materials or using the 'friendly chef' to help them choose foods which are healthy. Children create challenges for themselves and use the resources to extend their role play opportunities. For example, as they use the play phone to pretend to organise a party. Children are captivated as they listen or enthusiastically retell familiar stories. Staff make good use of unplanned situations to introduce mathematical language, such as counting the children as they use the indoor stepping stones. Staff encourage children to express their views and ideas as they play with the sand or water in the garden. Children use good vocabulary to explain how things work. They explain how the 'computer' mouse controls the monkey when playing games on the laptop. Children's access to a range of information and communication technology prepares them well for future learning and success.

The activity plans are tailored to meet the needs of each child. Staff's effective understanding of how children learn enables them to plan a range of experiences that are interesting. This supports children through their play as they link the areas of learning. Staff record children's observations and the parents use the unique story to make a note of their development at home. Nevertheless, the information gathered from parents is not clearly used to identify further planning for each child's continued progress. Therefore the system to note all aspects of children's learning is not yet fully embedded. Parents are requested to complete enrolment forms and staff complete an initial assessment form. Each child is assigned a member of staff as a 'key person'. This allows staff and children to form lasting relationships. Older children easily self select from a wide range of toys allowing them to have different experiences during the day. Younger children's learning experience is promoted well although, they do not have easy access to some equipment. However, staff are continuing to develop a pictorial system for them to choose resources which are not readily available. Children participate in a range of activities which will contribute towards their future economic well being, such as discovering mathematical concepts through playing with construction toys and selecting books to 'read' to each other.

Staff offer gentle reminders to promote children's learning of how to keep themselves safe, such as how they climb up the steps to the slide or making sure they do not run inside. Children learn how to keep themselves healthy through regular exercise. They go for walks to the local woods. There are good procedures to promote children's welfare. Effective hygiene procedures can be seen in use throughout the nursery. Staff wear gloves and aprons when dealing with children's personal hygiene matters. Healthy eating is promoted through wall posters and written information for parents. Children's individual dietary needs are noted and

displayed so all staff are aware of special dietary requirements. Staff use consistent behaviour management strategies to help children manage their own behaviour. This supports their understanding of how they should behave towards their peers. For example, staff discuss sharing toys and taking turns. Staff also use effective procedures to help children learn about each others' differences as there are plenty of toys and pictures which show children positive images of equality within each room. Staff use a range of strategies to support the development of children's thinking skills. They are good role models and demonstrate a positive attitude to learning. As a result, children are enthusiastic and highly motivated.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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