

# The Bridge

Inspection report for early years provision

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EY360480

**Inspection date**

05/08/2010

**Inspector**

Richard Blackmore

**Setting address**

Hadley Learning Centre, Crescent Road, Hadley, Telford,  
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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

The Bridge Holiday Play Scheme opened in 1990 and moved to its current premises in 2007. It operates from the primary wing in The Bridge School on Hadley Learning Community site in Hadley, Telford, Shropshire. A maximum of 35 children may attend the group at any one time. The group is open on Monday, Tuesday, Wednesday and Thursday from 10.00am to 3.00pm during four weeks of the summer school holidays. All children share access to a secure enclosed outdoor play area. There are currently 87 children aged from three to 16 years on roll. Children come from The Bridge school only. The group is specifically for children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

Not all children attend every day and therefore numbers of children are precisely timetabled each day. On the register but not attending each day there are currently 23 children between the ages of five and eight, 26 children attending between the ages of eight and 11 and 34 children between 11 and 15. There are eight children between the ages of three and five who attend on Mondays and Wednesdays from 10.00am until 12.30pm being supervised by eight adults, five of which hold level 2 NVQ or higher. The manager holds a level 3 NVQ qualification. There are 25 other staff. Of these, 10 hold level 2 NVQ qualifications and 12 have level 3 qualification or above.

The setting is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club is well managed and staff are enthusiastic and competent. The club is continuously striving to develop and improve the provision. Whilst no children in the Early Years Foundation Stage were observed, planning shows that both they and the older children have well planned activities on offer and are cared for in a warm, caring and friendly learning environment. The setting is fully inclusive and activities are varied and exciting because staff have a good knowledge of children and their individual interests and abilities to successfully promote their welfare and learning. Positive partnerships with parents further support children's development and well-being. The setting maintains continuous improvement, as the club makes effective use of self-evaluation procedures and children's views are sought. The recommendation from the last inspection has been fully addressed.

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

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

- ensure the setting's self-evaluation is more robustly recorded

- develop further the opportunities for children to choose their own activities.

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

The manager and staff have developed a good understanding of child protection issues and how to safeguard children by attending appropriate training. The staff carry out frequent and regular risk assessments and records, policies and procedures that support the setting to promote positive outcomes for children are well maintained. Staff carry out visual safety checks, both inside and outside, before each session and this minimises identified hazards appropriately and helps children to be safe and secure while at the club. Records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage children are effectively kept and reinforce the importance attached to individual care the setting has for the children.

The process of reflective practice is used to identify areas for development and key strengths. This results in appropriate changes being made to enhance outcomes for children. For example, both the indoor and outdoor environments have been upgraded to provide a broad range of activities for children. However, the self-evaluation would have greater impact if it was more robustly recorded. Evidence shows that children benefit from well chosen resources to stimulate their development, particularly physical development, including the ball pool and the gymnasium. Other resources, such as art and craft tools and materials, provide a wide range of experiences to encourage play, develop creativity and physical activity. Plans organise children and encourage them to play well together in teams and small groups. Plans for the future are well targeted to improve outcomes for children, for example, the need to be more involved in choosing activities independently.

The evidence presented demonstrates that parents are positively encouraged to enter and get involved in the club. For example, parents help staff to gain valuable insights into the children in their care by explaining in detail particular requirements for individuals. Staff set aside time to talk with them about their child's well-being and experiences during the day and contact is further enhanced by daily contact books. Families are provided with good quality information about the club and are well informed about their children's achievements and progress. For example, it was demonstrated that the children's parents receive useful information, such as activities that children have particularly excelled in.

Children with special educational needs and/or disabilities are well supported through good links with outside agencies, parents and the host school. When children in the early years age group are present, they receive effective interaction from experienced staff, which means they receive consistent care and support.

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

Evidence shows that children benefit from effective plans that provide a structured and varied day, shaped by choice, fun and excitement and these are key elements of the provision. Interesting and enjoyable activities are planned across all areas of learning and allow children to express themselves, experiment and explore. As a result, children's work and photographs on display shows a positive attitude to tackling activities.

Children have a safe and varied outside play area with a broad range of equipment which helps the development of their physical skills. Inside, the soft play room is used to help children gain the confidence to negotiate obstacles and explore large and small equipment and plans ensure those children in the early years age range are fully included in activities.

There are very good opportunities for children to engage in physical activities. Equipment and resources are safe because adults know how to use the equipment effectively because of good training and staff members ensure that any risk is minimised. For example, the week prior to the club starting there are four days of play worker training. Ongoing observations enable staff to record children's achievements in learning and plan activities which offer suitable levels of challenge in the future. Planning shows, however, that children could be further encouraged to choose their own activities.

There are several rooms and plenty of space, so the smallest children are not overwhelmed by the proximity of lots of bigger, more boisterous children. There are clear rules and expectations. A good emphasis is placed on the well-being of the children in the early years age range. This is evident from the way staff spend considerable time reflecting on each child and plan future developments for them both academically and in terms of their personal development.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
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

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