



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 316751

DfES Number: 534342

INSPECTION DETAILS

Inspection Date	12/10/2004
Inspector Name	Jane Pamela Berry

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Bridge Nursery
Setting Address	692 Manchester Road Bury Lancashire BL9 9TQ

REGISTERED PROVIDER DETAILS

Name	Underworth Ltd 4050981
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ORGANISATION DETAILS

Name	Underworth Ltd
Address	The Bridge Nursery 67 Rectory Lane Prestwich, Manchester Lancashire M25 1BN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Bridge Day nursery has been registered since 2001. It is situated on Manchester Road in the Blackford Bridge area of Bury. The nursery has a large car park with easy access from the main road. To the rear of the nursery is open land and a small park is situated adjacent to the building. The nursery operates from the United Reformed Church buildings and has sole use of the building whilst the nursery is open.

The nursery offers both full and sessional daycare places. It opens from 07:45 to 18:00, Monday to Friday except bank holidays and a week at Christmas.

The day nursery is registered for 48 children under the age of 8 years, there are currently 28 children on the roll, 7 children are funded three year olds. The nursery currently has children with additional needs on roll.

The nursery consists of three playrooms, the first is a very large hall which is used for children who are aged over two years. There are toilet and hand washing facilities on the ground floor. The other two playrooms are smaller and are both used for children under two. There is an enclosed outside play area to the side of the building.

There are eight full time equivalent staff, most of whom hold a recognised child care qualification and others are working towards a child care qualification. The nursery also has additional support staff and students on placement. The nursery works closely with the early years team to continually enhance the quality of services provided.

How good is the Day Care?

Bridge Nursery provides good quality care for children. Children's health, safety and welfare is promoted, risk assessments are satisfactorily in place for any hazards identified. The environment is well maintained, safe and secure. Fire safety is afforded high priority. Staff ensure a high level of supervision at all times both

indoors and whilst the children are outside. Children's meals are well planned and are presented well to the children. They are social occasions that adults and children enjoy.

The provision is well organised and staff are interested in children's achievements and support their learning very well. Children receive personal attention and continuity of care is promoted through a key worker system. Children's self help skills are promoted and children are encouraged to undertake tasks that promote their growing independence. Children enjoy the varied range of activities, for example children are learning to use their senses through practical activities like going to see the ducks and growing things.

Children with additional needs are supported very well, ensuring successful outcomes for all children. Inclusion is promoted through activities and the celebration of festivals. The provision for children is of high quality overall and staff work very well as a team to support children's development in all aspects.

Staff monitor children's progress ensuring all children reach their maximum potential. These records are routinely shared with parents both verbally and in records that are readily accessible to parents. An area identified for further development is to encourage parents to actively contribute to the records on their children's progress. Parents are well informed about the daily routines and activities through the regular written and verbal communication. Parents have access to comprehensive policies and procedures and have made very positive comments regarding the services they receive.

What has improved since the last inspection?

At the last inspection the provider was asked to ensure staff are suitable and to improve organisation, including the policies and procedures. This has been satisfactorily completed, ensuring a safer and well organised environment is provided for young children. Parents now have access to good information on childcare practices.

What is being done well?

- most of the staff are qualified, they access training frequently and have experience working with young children, resulting in children being happy, settled and familiar with their surroundings. The operational plan is very effective and space is utilised extremely well.
- documentation is well maintained for all children. Accident and medication policies are adhered to and good personal hygiene is promoted reducing the risks of cross infection.
- a broad and balanced range of activities that stimulate children's learning is available. Children are having fun and are making good progress. Children have good relationships with adults and their peers. Resources are good, meeting the varied needs of all the children. They reflect different lifestyles and promote equality of opportunity.

- activities encourage children to respect differences. Behaviour is managed positively by staff, enabling children to behave well.
- parents are well informed of children's progress. They have good quality information on the curriculum, activities the children are involved in and any work undertaken with their children.

An aspect of outstanding practice:

The children with additional needs are very well supported through an established and effective key worker system. Staff undertake one to one work with children who benefit from focussed activities, based on the targets identified in the individual education plan. Staff work effectively as a team and with parents and other agencies in order to support children extremely well. They offer all children a rich and stimulating environment which encourages their language and understanding, across all areas of their development. The activities are delivered in a fun and exciting way, engaging children's interest and enthusiasm for learning. (Standard 10, Special Needs)

What needs to be improved?

- parents could be consulted more and encouraged to actively contribute to the development records on their children.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
12	Enhance the systems already in place by involving parents more in the assessments on their children and encourage parents to actively contribute information on their children's progress.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Bridge Nursery offers good quality education. Children are making very good progress in personal social and emotional development, mathematics, physical and creative development.

Whilst minor weaknesses were noted in communication, language and literacy and knowledge and understanding of the world, children are making generally good progress.

Children are happy and confident and are becoming increasingly independent in the setting. The promotion of children's independence, spontaneity and self-expression, particularly in creative development is excellent. The quality of teaching, the interaction with children, curriculum planning, and the way the environment is organised to support children's independent access to resources, all contribute to children being active and successful learners. There are however insufficient opportunities for the more able children to work with their peers, without being interrupted by the younger children and for these children to use technology and conduct scientific experiments.

Leadership and management is very good, with effective systems in place. The assessment records for children are very good. Staff complete detailed records on what children can do and are aspiring to achieve. Observations of children in the different aspects of learning are recorded and detailed observations of children inform planning. A detailed report on children's progress is made available to parents.

Partnership with parents is very good. Parents have open access to information held on their children and a newsletter and a notice board is available to parents. Parents have made very positive comments regarding the care their children have received. Children identified as having additional needs are making very good progress. Effective systems are in place to support the children and links are established with other agencies, ensuring that any additional needs identified are satisfactorily met. Staff and parents work effectively as a team.

What is being done well?

- children are happy, confident individuals, they are making relationships with others and enjoy sharing their ideas and being part of a group. Opportunities for self-expression and natural creativity are used to optimum effect.
- staff use effective questioning techniques, they are responsive and manage children's behaviour very well. In turn Children behave well and seek to please others. Children's self-help and independence skills are well developed.

- children are making very good progress in most areas of their development. Parents are informed of children's progress through regular dialogue and through children's records of achievement.
- staff work cohesively as a team to support children in a well organised, and stimulating environment. Provision is good for children with additional needs and children have access to an interesting curriculum based on play. There is a strong commitment to further development and training opportunities.

What needs to be improved?

- children's access to information technology and equipment for scientific exploration.
- opportunities for children to learn about health issues and the effects exercise has on their bodies.
- opportunities for the more able children to work with their peers, across the curriculum, however with particular emphasis on early writing skills and letter sounds.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enjoy the activities and are gaining confidence in their abilities. They select play materials and make choices supported by adults. Children attend to their personal needs independently. They undertake simple jobs and activities that promote their independence and self esteem. Children have established very good relationships with adults and their peers. They are learning about families and talk about their own experiences confidently, for example taking Bertie the Bear home.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children have opportunities for stories and rhymes, developing their language, comprehension and imagination. Some children are very competent mark makers, story tellers and listeners. Text is used for displays around the classroom. Children recognise their own name, however opportunities to write and identify letter sounds under-utilised. Children have access to mark making and free drawing materials throughout the learning environment.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy counting and recognise numerals in everyday activities, for example reciting rhymes. Simple addition and subtraction is introduced as children play alongside staff. Children weigh and measure, they explore size, shape and capacity. Staff utilise available opportunities to extend children's thinking and develop their understanding of mathematical concepts and prepositions in stories, action rhymes and games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have many good opportunities to build, construct and experiment with a variety of materials. Children are learning about the world we live in and about the environment they live in. They enjoy designing and constructing models, using different materials. Children learn about people from around the world, and different cultures, for example a nursery in Gambia. Access to technology and scientific exploration is an area identified for development.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a range of physical play equipment, they move around negotiating space and objects with dexterity, confidence and control. Children handle tools effectively for example a whisk whilst baking in the home area. Children practice their fine motor skills, threading objects. Children participate in music and movement confidently. Children's awareness about their bodies and health issues is developing well.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
A varied and exciting program is available to the children. The role play and the creative area are excellent. Opportunities to promote children's free expression and natural creativity are used to very good effect. Children enjoy singing and acting out stories. They have many opportunities to participate in activities that are of personal interest to them, developing their motivation for learning. Children's own free creations are displayed around the nursery.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- The following key issues were identified:
- Extend opportunities for the children to access technology and to use equipment for scientific investigation. Develop children's understanding of the effects of exercise on their bodies and staying healthy.
- Provide more opportunities for the more able children to work with their peers, across the curriculum, however with particular emphasis on emergent writing and letter sounds.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.