

The Bridge Nursery

Inspection report for early years provision

Unique reference number	316751
Inspection date	01/02/2011
Inspector	Janet Singleton

Setting address	692 Manchester Road, Bury, Lancashire, BL9 9TQ
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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).

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 Day Nursery is owned by the Underworth Company Limited and was registered in 2001. It operates from converted church premises within the area of Bury. The nursery serves the local area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, except for bank holidays and two weeks at Christmas. Sessions are from 7.45am until 6pm. Children are able to attend for a variety of sessions. A maximum of 48 children may attend at any one time. There are currently 38 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery provides funded early years education for two, three and four year olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 14 members of child care staff. Of these all hold appropriate early years qualifications at Level 2 and at Level 3 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage to support children in making good progress in their learning. Effective systems for planning and observing children are in place. Assessments are mostly identifying children needs. The learning environment is safe, secure and promotes children's understanding of diversity, behaviour and independence. The children are happy and settled making good choices from the wide range of resources. Policies and procedures are mostly maintained but the recording of the risk assessment is not sufficient to meet legal requirements. Good quality improvement processes and the manager's drive and ambition contribute to the further development of the provision.

What steps need to be taken to improve provision further?

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

- ensure the record of the risk assessment includes when assessments were carried out, by whom and the date for review (Documentation).
- 16/02/2011

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

- further develop the observation and assessment procedures to consistently identify the actual learning priority for all children to enable planning to truly reflect their learning and development needs at all times
- review the set up of the pre-school room in order to allow staff to respond to the flow of children as they access the areas of continuous provision.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good and all staff are fully aware of their responsibility to safeguard children. Comprehensive policies are in place to support and clearly outline the procedure to follow to protect children. Through robust vetting procedures staff are deemed suitable, for example, all have a current criminal records bureau check in place. There are comprehensive policies and procedure for the safe and efficient management of the setting. Risk assessments are completed along with daily checklists and cleaning rotas to maintain a safe and secure environment for children. However, the record of the risk assessment is not completed according to the legal requirements of the Early Years Foundation Stage. In addition, children are involved in the practising of the emergency evacuation procedure and this combined with behaviour rules and through topics they are learning how to keep themselves safe. Good quality and a wide section of resources, including those which reflect diversity, enable children to make choices about their play. This means a fully inclusive environment is provided for all.

The commitment and enthusiasm to bring about improvement and promote good outcomes for children is good. The self-evaluation process includes staff, parents and external agencies to identify the strengths and weaknesses of the setting. Through reflection staff and managers have a realistic view of their service and from this have devised action plans to improve outcomes for children. For example, after assessing the use of the pre-school, adaptations to provide a smaller area for younger children was made. This has had a beneficial impact on those children as they can play freely and without disturbance from the older, more confident children.

Partnerships with parents are good with meaningful relationships established. Through effective sharing of information, completion of the 'All About Me' book they work well together to meet children's individual needs. The well resourced entrance hall displays quality information for parents regarding the setting and good childcare practices. Parents contribute to their child's assessment through the daily communication book and the completion of the home link sheets. Parents are invited into the nursery and work with their children as the setting has 'shadow days' where they can accompany their child to the setting for one day. Comments from parents are positive regarding their child's progress and the friendliness of staff. Relationships with other agencies are very good. There are effective links with the health, education and social services to fully meet the individual needs of the children. Staff are fully aware of the benefits of working closely and openly with all agencies connected to a child in order to support their progress ensuring better outcomes for all.

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

Practitioners have a good knowledge of the Early Years Foundation Stage which they use to plan an educational programme that enables all children to make good progress towards the early learning goals. The key worker observes and assesses children's learning to effectively interpret their development and interests and uses this information to inform planning. However, there are inconsistencies in the recording of the next steps for children's learning as on occasions, staff build on the activity rather than the learning outcome. Monitoring systems are in place with planning coded to ensure all six areas of learning are given equal coverage. Children play and learn in a child-centred environment with all areas of play included. However, due to the high number of areas of play, sometimes it is difficult for staff to support the free-flow of children as they change areas making choices in their play and activities.

Children are excited and motivated as they play outdoors on a daily basis. They dig in the bark, climb, run and ride wheeled toys as they explore their physical skills. Younger children confidently explore the environment as they play in the sand, feeling the mixture between their fingers. They make good connections in their learning as they push the button in the sensory area switching the light on and off. The toddlers enjoy playing with the mirror as they laugh with staff as they peep out from behind. They delight in sitting and reading stories together as they contribute to the storyline. They access the computer and learn to use the mouse developing their competence in information and communication technology. Therefore, developing skills for the future. They delight in counting through everyday routines and as they play. They are comfortable around staff and seek their reassurance and assistance when needed. This builds their self-confidence and esteem as they feel safe and secure. Children know the 'golden rules' as they are very well behaved being engaged and interested at all times. They are polite and remember their manners at lunch time. They learn about the wider world and diversity as they talk about the similarities and the differences of people, celebrate festivals and observe positive images of people from around the world. They access the role play area, currently designed as a Chinese restaurant and observe the Chinese customs.

Their personal needs are attended to as they sleep and eat according to their individual bodily rhythms. Children are confident, they ask meaningful questions such as who, why and what, as they show their curiosity. By engaging in everyday activities, for example, hand washing, children learn about good health practices. They enjoy healthy snacks and through discussions and topics they learn about healthy choices and develop healthy habits. This combined with the positive use of praise and as a consequence, the building of children's self-worth and esteem, means that children are learning and developing in a positive and beneficial environment.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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