

Bridges Childcare

Inspection report for early years provision

Unique reference number	EY259780
Inspection date	21/02/2011
Inspector	ISP Inspection

Setting address	Old School, Wormbridge, Herefordshire, HR2 9DH
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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

Bridges Childcare opened in 2002. It is one of two settings which are privately owned and managed. It operates from premises that were originally the village school, in the village of Wormbridge, Herefordshire. All children share access to secure outdoor play areas. The group is open five days a week all year round. Sessions are from 7.30am until 6pm.

The setting is registered on the Early Years register. A maximum of 52 children aged from birth to under five years may attend at any one time. Older children attend for out of school care. This provision is registered on the on both the voluntary and compulsory parts of the Childcare Register. There are currently 88 children in the Early Years age range, some in part time places. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs 19 staff, supported by ancillary staff, of these 16 hold appropriate early years qualifications. One member of staff is on the pathway for Early Years Professional Status. The setting receives support from the local authority and is a member of The National Day Nurseries Association. The group has achieved a bronze quality assurance award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The well-experienced and qualified staff ensure children receive an exemplary level of care which helps them thrive and make excellent progress overall. Procedures to ensure the welfare of children is managed effectively are evident through the exceedingly good practice used within the setting. Strong links with parents, carers and others involve them effectively in children's care and education. The settings practice is inclusive ensuring all children's individual welfare and learning needs are met very well. The management fully support the team of staff and demonstrate an excellent capacity to make continuous improvement through rigorous monitoring systems.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance the current system of information sharing with parents and carers to provide further opportunities for sharing information, knowledge and expertise.

The effectiveness of leadership and management of the early years provision

The arrangements in place to safeguard children are exemplary. Staff have an excellent understanding of safeguarding procedures and understand their designated roles and responsibilities in regards to safeguarding children. Recruitment and vetting arrangements are robust and staff appraisals ensure the ongoing suitability of staff. Comprehensive risk assessments are carried out and the records are monitored to identify any ongoing issues or potential hazards. Children are exceedingly well supervised by staff who understand the importance of raising children's awareness of their own safety and encourage them to follow safe practices through the range of activities provided.

Children thrive because a high level of care and consideration is given to their individual needs and routines. For example, in the baby room detailed records are kept about children's sleep and feeding routines. This enables staff to fully understand and meet each child's individual routine. Consequently, babies settle well and develop a feeling of comfort and security. The use of the extensive outdoor environment has been carefully considered when providing excellent opportunities for children to engage in different types play and exploration. Children's play and learning is enhanced through the opportunities for learning which take place outdoors. Regular access to outdoor play contributes to children's good health and physical development. The whole staff group work together as a cohesive team, sharing good practice and working competently to meet the needs of children and families.

A highly positive relationship with all groups of parents, carers and other professionals contributes to improvements in children's achievements, wellbeing and development. The views of parents and carers are valued and they are made exceedingly welcome and included within the setting. Parents and carers are encouraged to share information about their child when they first start at the setting. This enables the key person to meet children's individual care needs and plan a curriculum that is unique to each child. There are excellent systems in place to inform parents and carers on all aspects of their child's wellbeing and development. Children's Learning Journeys are displayed so that parents can view the photographs and comments, which provide information on children's progress and achievements.

The management team take a lead in promoting highly effective working relationships with other practitioners. Excellent arrangements are in place to help children make the transition to school as smoothly as possible. The settings special educational needs coordinator (SENCO) works effectively with other agencies and professionals to ensure all children get the support they require.

The inspirational management team carries out rigorous monitoring and analysis of the quality of the provision. The staff and parents are involved in the self-evaluation process contributing comments through staff meetings and questionnaires. Clear and achievable targets are set which identify areas for further improvement. The management team is developing systems to engage

even more fully with parents and carers and provide additional means of involving them positively within the setting. The personal development of staff is encouraged. They attend training in order to develop their own knowledge and understanding of child care issues further. The management team value and respect the work of the staff team providing excellent support and a clear vision for the setting.

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

Children make excellent progress towards the early learning goals. Staff use their excellent knowledge of the Early Years Foundation Stage to plan activities, carry out observations and make assessments of children's progress. Staff demonstrate that they understand children's individual needs well and see them as unique individuals. This enables them to identify children's strengths and areas for further development. They use resources effectively to engage children's interest in meaningful play and learning. Activities are play-based and staff follow children's lead and interests. Consequently, children are active learners who make choices and decisions about how they use resources and activities. Children respond well to the interaction and engagement with staff who provide appropriate challenges to help children progress further, acquire new skills and understanding.

The children show an enthusiasm to join in with activities and play harmoniously with other children. There is a lovely warm relationship between the staff and children, which help them feel secure and develop their self-esteem and confidence. Their behaviour is managed well through positive strategies which enable children to learn right from wrong. Their independence develops as they grow and move through the setting. Children's views are sought in relation to the activities provided; they work with staff to provide suggestions and ideas which are included in the mind maps used by staff to plan the curriculum.

The extensive range of resources and the excellent interaction between the staff and children enable children to develop excellent skills for the future. Activities which promote children's language and communication skills are based on excellent practice and knowledge of how children learn. They are introduced to letters, letter sounds and words through meaningful activities, such as 'sound lotto', seeing and using written letters in exploitative play, stories and sharing their experiences at circle time. Children use technology with increasing confidence. Babies show an interest in toys with moving parts and those that make sound which helps them begin to explore technology. Older children work cooperatively learning from each other as they share the interactive computer screens. They have access to cameras and other technology toys.

Children gain confidence and competence in their use of problem-solving, reasoning and numeracy. Actions songs and rhymes engage the interest of babies and familiar songs are enjoyed while they sit in preparation for snacks and lunchtimes. Children play games which relate to number order, addition and

subtraction, developing their use of numbers in practical and meaningful ways. For example, children line up in order of height or use tape measures in the role play construction area. Construction activities, jigsaw puzzles and wooden blocks help children develop their understanding of shape, space and measurement. The outdoor environment provides wonderful opportunities for children to explore the natural environment, to learn about living things and play freely expressing their own imagination and creativity. Children learn about the wider world through the celebration of festivals, religious events and traditions. Resources which reflect diversity are used in children's play to help them learn to respect and value all people and provide opportunities for children to share their experiences and talk about similarities and differences.

Children are taught to follow very good hygiene practices and they take increasing responsibility for their own personal care when developmentally ready. Their understanding of healthy eating is promoted through the freshly prepared cooked meals and healthy snacks that are provided throughout the day. Children show enjoyment of the meals provided and often asked for second helpings. Physical play both indoors and outdoors means that children get fresh air and exercise which promotes their health and wellbeing. Children are taught to be safety conscious without being fearful. Visits from the local police and fire officers are arranged so that these members of the community are familiar to the children. Evacuation procedures are regularly practiced with children and the importance of keeping safe is explained to them when playing outdoors.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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