

Bridge House Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Bridge House Nursery is privately owned and operates from a converted house in Steeton, West Yorkshire. The nursery has been open under the current registration since December 2007. The opening hours for the setting are from 7am to 6pm, five days a week. Children have access to a secure enclosed outdoor play area. The nursery is registered to care for a maximum of 66 children from birth to five years. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 108 children on the Early Years Register, all of whom are within the early years age range. The children have use of five play rooms within the building. The nursery employs 25 members of staff on a full and part time basis, of whom over 50 per cent hold appropriate early years qualifications. The provision supports children with English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs makes sure that staff successfully promote children's welfare and learning. Children's enjoyment of and attitudes towards learning are a key strength and significant in making sure that all children, including babies, show an extremely strong sense of security and belonging within the nursery. They make good progress in their learning as a result of effective observation and assessment procedures, however some observations are not always linked to the Early Years Foundation Stage. This means it is not always clear how decisions are made about children's progress. Parents review their children's progress regularly, however, further development is needed to encourage them to contribute towards their learning and development records. Self-evaluation involves all staff and the manager is confident about what the nursery needs to do to improve further.

What steps need to be taken to improve provision further?

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

- develop further practitioners' observations of children to help them to assess the progress children are making across all areas of learning
- ensure parents contribute towards assessment information to provide a full picture of their child's welfare, learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have clear policies and procedures embedded in their practice. Effective recruitment and vetting procedures are in place. There is a designated person and all staff know what action to take in the

event of a safeguarding issue. The manager and staff team make effective use of up-to-date risk assessments to support them in ensuring the areas used by children are safe, and as a result children display a very good awareness of safety. For example, they talk confidently about the importance of walking in the room. Children are safeguarded and protected as the indoor and outdoor areas are secure at all times.

Staff are very knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The environment is highly stimulating and resources are fit for purpose and able to support children's learning and development. The manager is taking appropriate steps to ensure resources and the environment are sustainable. For example, children regularly contribute to their new compost bin and grow their own fruit and vegetables.

The manager consistently communicates high expectations to staff about securing improvement and as a result, they are enthusiastic and focussed on helping all children to make good progress in their learning and development. Staff moral is high and training needs are identified through regular appraisals and staff suggestion boxes. Self-evaluation involves all staff and provides an accurate diagnosis of the strengths of the nursery. Actions taken are well chosen and carefully planned and take account of the views of parents, this means that they are actively involved in decision making in the nursery.

Partnerships are well established and make a strong contribution to children's achievements and well-being. Links with other providers are effective when children transfer from one setting to another, as a result, continuity is maintained and children's social, emotional and educational needs are addressed appropriately. For example, pre-school children make regular visits to the local school throughout the year. The nursery has a highly positive relationship with most groups of parents and carers and relationships are well established ensuring each child's needs are met. Parents describe how they are kept well informed about their children's achievements, well-being and development and how much their children enjoy attending nursery.

Equality and diversity is well established as staff have a good knowledge of each child's backgrounds and needs. They help children to understand about different cultures through celebrating a range of festivals and displaying photographs, pictures and reading stories. Stereotypical views are challenged by staff through discussion with children when situations arise.

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

Children are happy, confident and enthusiastic to learn in an interesting, well equipped and welcoming environment and as a result children are making good progress in relation to their starting points. Staff establish a baseline on entry to the nursery and track their progress effectively toward the early learning goals.

Overall, systems for observation, assessment and planning are implemented effectively, however, some staff do not always analyse observations effectively against the Early Years Foundation Stage; this means it is not always clear how decisions are made about children's progress. Children have individual folders containing progress tracking information and 'My Learning Picture' which includes observations, photographs and examples of work. Parents have opportunities to review this information, however most do not contribute towards their children's learning and development on a regular basis. This means that the views of parents are not reflected in children's records.

Children have access to a good range of resources in both the indoor and outdoor environments which allows them to make choices and become independent learners. They develop communication skills as they discuss the names of dinosaurs and respond to stories they hear adults read aloud. Babies and toddlers' early attempts at communication are encouraged by staff, who respond sensitively to them with lots of eye contact, repetition and praise. As a result children are beginning to babble and use single words such as 'there' and 'more'. Number is part of everyday activities. Children enjoy taking part in familiar rhymes and songs and are learning to count as they build bricks out of towers. Problem-solving skills are developed as children build structures using construction and make decisions about the positioning of equipment. For example, children decide which piece of equipment is best to make a slope. The manager and staff are passionate about the quality of children's learning outdoors and have taken steps to improve the provision. Children now access the outdoor area throughout the day and have suitable clothing to ensure they can go out in all weathers. Children have access to information and communication technology, including laptop computers, where they effectively develop the skills they need in order to secure future learning.

Children show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. For example adults help pre-school children to serve their own hot meal at lunch time and they carry it safely back to their table. They are extremely confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and others' safety. The high-quality adult interactions and exemplary organisation of routines help babies to gain an exceptionally strong sense of security. For example, very young babies respond to cuddles from staff and show they are relaxed when they fall asleep. Children's behaviour is exemplary and they are beginning to show an excellent awareness of responsibility within the nursery.

Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They grow their own produce, including pears, strawberries and pumpkins which they bring inside to be washed and prepared ready for cooking. Children have ownership of their health and well-being and talk confidently about foods they need to eat to remain healthy.

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	1
The extent to which children make a positive contribution	1
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