

# Bridge House Nursery

1 Bridge House, Skipton Road, Steeton, KEIGHLEY, West Yorkshire, BD20 6NR

## Inspection date

19/03/2013

Previous inspection date

24/11/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children develop positive relationships with the staff and other children, because the staff include them all well in activities, and they praise their achievements.
- Children progress well with their learning across the seven areas because the staff plan a good range of activities to support their individual needs.
- Children receive a good balance of indoor and outdoor play activities. This supports their all-round development well.
- Children develop good communication skills because the staff use consistent communication during activities and routines.

### It is not yet good because

- Complaints records lack detail regarding the full outcome of the provision's investigation about concerns. The response to complainants is not issued in writing within the required timescale, to show what actions the provider has taken to ensure that the children's care routines are being fully met.
- There are additional ways to further assist children in recognising numerals outdoors, to support their mathematical skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all the five play rooms, the bathroom areas, and the outside playing areas.
- The inspector sampled a range of documents that included children's records of learning, policies and procedures, and evaluation of the provision documents.
- The inspector spoke to several parents, and children in all the rooms.
- The inspector spoke to several staff about the learning intentions of activities observed at the inspection.
- The inspector spoke to the manager about the operational procedures in place to support children's care and learning needs.

## Inspector

Melissa Patel

## Full Report

### Information about the setting

Bridge House Nursery was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a converted house in Steeton, near Keighley in West Yorkshire. The provision is managed by a private owner. The nursery serves the local area and is accessible to all children. It operates from five rooms, and there is a fully enclosed area available for outdoor play.

The nursery employs 19 members of staff. Of these, most hold appropriate early years qualifications at level 3. Four staff hold a childcare qualification to level 4, one staff member holds a childcare qualification to level 5, and one staff member has a Foundation degree in early years. Several staff are updating their qualifications to a higher level. There are two staff unqualified in childcare, and there is a qualified cook.

The nursery opens Monday to Friday, all year round, apart from bank holidays and Christmas. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 93 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- robustly implement the complaints procedure by: clearly recording the outcome of all aspects of any concern raised, and notify complainants of the outcome of any such investigation in writing within 28 days of having received the complaint.

**To further improve the quality of the early years provision the provider should:**

- extend the opportunities for children to recognise numerals, by adding numbers to all areas of learning, such as outdoors. For example, place number labels on each bike and the corresponding number on each parking space.

## Inspection judgements

**How well the early years provision meets the needs of the range of children who attend**

The staff throughout the nursery have a good knowledge of the seven areas of learning. This means that all groups of children receive support to help them progress successfully

towards the early learning goals. Children are developing well according to their individual starting points and time attending the provision. For example, the staff effectively support children in their developing communication skills through talking to them consistently through activities and routines, and this includes children who are learning to speak English as an additional language.

Staff plan challenging experiences for the children. For example, staff follow the children's interest in books. They effectively include all of them by making a point to talk to each child individually within the group. This motivates the children and they enjoy looking at the books with the staff and other children. Staff support children's early reading skills well by pointing to the words and pictures during the story. They encourage them to point to the animals and to name them. Children excitedly repeat the names. Staff introduce names of new animals, such as a 'water buffalo'. This helps children build their vocabulary and develop knowledge about aspects of the world effectively. Staff help them sound out words like 's' for snake.

Babies enjoy being creative while playing in the water tray. They make splashes with the bubbles. The staff support them well by talking to them about how the water feels in their hands. Staff help them start to understand about shape and space as they fill different size containers and empty them. Staff introduce words, such as 'full' and 'empty'. This means that the babies are developing their early mathematical skills as they explore, and they have great fun.

More able children receive good support in their developing mathematical skills overall. For example, the staff help children learn about shapes and sizes, through fixing and connecting different types of construction materials inside and outside. They introduce challenges to children's mathematical thinking by helping children work out how many bricks they need to make a higher tower than the previous one. Staff help children recognise numerals through various activities, and by displaying numerals within the provision. However, there are other ways to help children recognise numerals, and therefore, further extend their mathematical skills. For example, by extending the use of number labels within the outside play area.

The observations of children are used effectively throughout the provision, to plan children's next steps in learning across the seven areas. The staff follow the children's choices and build on these to ensure children of all ability groups move on to the next stage. They do this well because they have a good knowledge of the children's individual stage of development. All of this supports the children's all-round progress and their readiness for school effectively.

The Progress check at age two is introduced, and gives parents a precise picture of their child's progress. Parents are effectively included in their children's learning overall through discussion, and through the sharing of the children's records of learning. Staff support parents in educating their children between home and in the provision, by encouraging them to bring in items for some of the story boxes that include hairdressers, gardening, and many more. This supports the planning for children's learning effectively because children receive good support to develop their knowledge about the world, using their imagination and developing their thinking and creativity.

### **The contribution of the early years provision to the well-being of children**

Each child has a staff member assigned to them as their key person. This ensures the staff can support the different needs of individual children effectively. Children in all age groups develop positive relationships and strong attachments with the staff and other children. This is because staff equally include all the children in activities, and they frequently praise them for achieving tasks. For example, more able children receive praise when they move the mouse successfully through computer programmes, and babies receive a lively well-done as they point to toy animals and make the animal sounds. This helps them feel secure and confident within the environment, and they respond by behaving positively and happily carry on exploring the activities and resources available.

All children show an interest in the environment and develop independence through many activities. For example, more able children carry their own plate to the table at dinner time. Staff make sure that all ages and abilities can choose from a good range of resources that are easily accessible and suitable for their ages and stages of development. This supports children's self-esteem effectively because they can independently choose, and achieve what they set out to do.

Care routines are carried out effectively. For example, children frequently wash their hands and staff talk to children about why it is important. Older and more able children know why it is necessary to follow appropriate hygiene practice. Nappy changing procedures are effective to support individual babies and children because they are frequently changed. For example, there are set times for changing nappies and staff check the babies and children at other times. For example, when staff notice an odour they check all the babies nappies to ensure that they are clean. The environment is clean and well-maintained, and the provision inside and outdoors is effectively risk-assessed. This ensures that the children can explore the environment safely. The staff talk to the children about safety, for example, this includes helping them understand about the importance of practising fire evacuation procedures. This helps them learn about risks and how to keep themselves and others safe.

Children are developing a clear understanding of the importance of living a healthy lifestyle because the staff ensure that they receive a good balance of indoor and outdoor play activities that they enjoy, and they play out several times a day. This supports their all-round development well. The children join in activities, such as climbing and balancing on small stilts. Staff ensure that the children eat a range of healthy food. For example, the meals are of good quantity, made freshly each day, and include a balance of food groups.

Transitions are managed effectively within the nursery and to other provisions, to support children's well-being. For example, children visit the nursery before starting, and this includes other provisions. Children visit other rooms within the nursery before moving rooms. Staff ensure parents are aware of the process through discussion and the transitions policy, to enable all parties to support the children effectively at this time.

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

**provision**

The inspection of the provision was brought forward because of a concern that was raised about complaints procedures not being fully acted on, to fully support aspects of children's care routines and to give a clear picture of all actions taken. The concern also made reference to not all children's records being shared with parents on request. The inspection findings are that the management and staff implement effective procedures to support children's care routines. However, the complaints documentation does not yet give full detail of the full outcome of concerns, and the written response to complainants is not within the required timescales set out in the Statutory Framework for the Early Years Foundation Stage. In addition, there was a delay in providing some documentation to parents that they have a right to access. However, the provider is now fully complying with this requirement to provide information regarding individuals, and overall, documentation sharing with parents is effective within the provision. This all means that the staff do give children effective care within the provision, but there are gaps in how the provision respond to complainants in writing to fully comply with the complaints requirements.

The management and staff demonstrate a good understanding of the safeguarding and welfare requirements in most aspects. This is demonstrated by the consistency in how the staff support children's well-being and safety throughout the provision. Staff understand their role with regard to who to contact if there are any concerns about a child. The safeguarding policy is effective in keeping staff, and parents informed of the importance of keeping children safe, and what to do if there are concerns.

The employment procedures are robust and ensure staff are suitable to work with children. Induction procedures and effective staff appraisals give staff good ongoing support to work effectively with children. Staff go on regular training courses, such as changes to the learning and development requirements, safeguarding, and first aid, to support their practice.

The management ensure that the learning and development requirements are promoted effectively within the nursery. For example, they monitor how the requirements are implemented across the provision. The results are good because the staff's knowledge regarding how to implement the learning and development requirements are consistently good throughout the provision in all age groupings. This means that the staff support children's learning effectively.

The provision makes good use of evaluation overall to support children. Regular meetings involving the management and the staff ensure that staff have opportunities to voice their views on how to improve the nursery. Children can voice their own opinions and make choices. Parents' views are gathered through using a questionnaire and through discussion. This results in the staff working with the parents to meet their needs, such as placing photographs of key people more prominently in the provision and improving the outdoor play surface outdoors.

The provision forms good relationships with the parents overall, working closely with them

to support the children's care and learning effectively. Parents spoken to at the inspection speak positively with regard to how the nursery operates to support their child's learning and care routines. The staff form appropriate relationships with other provisions where children also attend, such as the local school. For example, they share information to support children's care and learning. The staff continue to extend the strong partnership working links with the local authority, through meetings and through sharing information when staff from the local authority visit the nursery. This ensures that children receive good overall, support to their all-round development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY366228
<b>Local authority</b>	Bradford
<b>Inspection number</b>	904903
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	66
<b>Number of children on roll</b>	93
<b>Name of provider</b>	Bridge House Day Nursery Ltd
<b>Date of previous inspection</b>	24/11/2011
<b>Telephone number</b>	01535 657 800

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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