

# Bridge End House Nursery Fixby

66a Netheroyd Hill Road, HUDDERSFIELD, HD2 2LS

## Inspection date

10/06/2013

Previous inspection date

22/04/2009

## The quality and standards of the early years provision

**This inspection:**

2

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 2

## The quality and standards of the early years provision

### This provision is good

- Nursery children enjoy a good range of activities and experiences that cover all areas of learning well. These are linked to children's interests and stages of development, as a result, children are making good progress in their learning and development.
- Staff have high expectations of the children; they use their skills well to question children to help them to think and respond in their own words and set age appropriate challenges for all the children.
- Staff are good role models for the children and provide good guidance around how to keep safe and healthy.
- Management monitor the provision effectively, they identify the strengths of the nursery and areas for development well and involve all parties in this process. This positively impacts on children's development and the running of the nursery.

### It is not yet outstanding because

- There are fewer opportunities for older and more physically able children to learn to take age-appropriate risks while practising large physical skills, such as climbing.
- There is scope to improve resources for the Early Years Foundation Stage children in the out of school club by ensuring that toys and games are more age-appropriate to foster their motivation to continue to learn.

## 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 the playroom and outdoor play areas.
- The inspector had discussions with staff, children and some parents.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Helene Terry

## Full Report

### Information about the setting

Bridge End House Nursery Fixby was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a detached building in the Fixby area of Huddersfield, West Yorkshire and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there are fully enclosed areas available for outdoor play. The nursery employs 26 members of child care staff. Of these, 24 hold appropriate early years qualifications at level 2 or above, including one member of staff with a foundation degree in early years and another with Early Years Professional Status.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.15am until 6pm. Children attend for a variety of sessions. There are currently 69 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- provide more opportunities for the more able children to practice large physical skills, such as climbing
- provide more age-appropriate toys and games for the Early Years Foundation Stage children within the out of school club to foster their motivation to continue to learn.

## Inspection judgements

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

Children make good progress in their learning and development. They enjoy a wide range of experiences that reflect their individual learning styles and interests and offer challenge and stimulation to assist their development. Overall, staff are very secure in their knowledge and understanding of how to promote children's learning. They are confident to deviate from the curriculum plans to respond to spontaneous or unexpected events that happen at the nursery, such as changes in the weather or children's developing interests. As a result, they extend learning very effectively. They interact well with the children, offering lots of individual attention and give plenty of cuddles and reassurance. Staff play alongside the children at their level and are skilled at developing children's learning while

they play. Children who speak English as an additional language are well-supported. There are bilingual members of staff employed and, if needed, staff work with parents to obtain key words in the child's home language to use in the nursery to help children settle and learn easier. Staff talk to babies and interpret their sounds, encouraging their speech and also provide much stimulation for babies to explore, such as, lots of sensory activities, natural materials, paint, water and sand. Toddlers enjoy making Father's Day cards using collage materials. Staff support them well engaging children in conversation about the colours and feel of the materials, such as the feathers. When asked by a child the colours of some of the objects the member of staff models 'being a thinker' by pretending to be curious and puzzled and showing that you can think and find out answers to questions .

Preschool children are given lots of opportunities to develop their growing independence. They confidently butter their currant teacakes at teatime and pour their own water from the jugs. They delight in transporting water from the nursery to the outdoor play area using the various water containers. Staff introduce mathematics into their play asking them what size of container they are using, whether it is big or small whether it is full or half full. Children decide on the size of paper they wish to use when they are drawing and they are shown how to make paper smaller by folding it in half. Staff use sustained shared thinking with the children to help explore ideas. They follow children's lead in conversation and think about things together. For example, a child sitting with paper, pencil and a clipboard outside is asked what he is doing. The child says he is making an observation of a building site. The child begins to draw a house and a member of staff enters into conversation with the child about what they need to build a house, such as foundations, walls, roof, windows and doors. Other children join in the activity and begin to role play at building a house using spades and the large wooden building blocks. Children show much involvement in the activity and this work continues on and off throughout the day extending learning very well.

Children have opportunities to be involved in lots of focus activities offered by other providers, such as dance and Spanish classes and football sessions to help extend their language and physical skills. The nursery has a wide range of good quality resources, which are used effectively. Staff present activities in interesting ways to encourage the children to investigate. For example, the role play areas are changed according to children's interests, such as the home corner is developing into a hairdressers. The organisation of the resources enables children to have plenty of opportunities for independent play. This includes equipment displayed on low-level worktops, as well as the floor for babies to encourage them to stand. Overall, resources do reflect the abilities and interests of the children in each playroom, however toys and games for the out of school club children, including those within the Early Years Foundation Stage do not always reflect their stage of development making these sessions less motivational to enhance learning. Children make wide use of the good outdoor facilities, each age group having their own play area. Although, facilities are good to extend learning, there are fewer opportunities for the more able children to assess potential risks for themselves and extend further their physical skills in climbing or swinging. Throughout the nursery, the environment reflects the wider world. Children play with resources that positively reflect diversity in our society helping them understand and value people's differences.

Staff have high expectations of the children and use the information obtained through their observations and assessments to ensure that children achieve as much as they can in relation to their starting points and capabilities. As a result, children are well-prepared for their future learning. Children with special educational needs and/or disabilities benefit from strong support. Staff skilfully use individual education plans for children to promote their learning well. Assessment is regularly completed, enabling staff to quickly identify and work toward closing any gaps in children's learning. Staff plan for the indoor and outdoor areas using the identified individual needs and interests of the children. Staff are currently in the process of completing progress checks for children in the two -year old age band. Staff keep parents well-informed and share information on children's progress and achievements. Parents know they can see their child's development records at any time and attend regular parent evenings to discuss their child's development with their key person to maximise children's development.

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

Children demonstrate a strong sense of belonging and a clear understanding of the routines and expectations of the nursery, as a result of the support that they receive from the caring staff. The key person system is central to helping children settle, keeping parents informed and building children's confidence and trust. It is very effective and ensures every child's needs and interests are included within the wide range of stimulating activities, especially with the under-fives. The nursery is also currently working with parents to develop 'family books' for each child. These books contain photographs of special people and objects in children's lives to help children settle and feel secure. The key person is also central in ensuring that children are fully prepared and ready for the move to new rooms within the nursery, or moving on to school. These are important milestones in the children's lives and the nursery aims to help the children manage these times so that they go as smoothly as possible. For example, the nursery is currently working with schools to develop a booklet containing information and photographs about the child's new school, such as where children will hang their coats and photographs of their classroom so that children can become familiar with their new environment .

Children behave well and receive much positive encouragement from the staff to enable them to develop the habits and behaviour appropriate to good learners. They also develop the necessary skills for independence and an ability to understand their own needs and those of others. All the staff are good role models. They listen to the children, bending down to their level, encouraging politeness and reminding children to say please and thank you at mealtimes and when offered drinks.

Promoting children's good health is a strong feature in the nursery. There are robust procedures to prevent the spread of infection. The nursery staff follow good hygiene procedures at all times. Staff talk to babies while changing their nappies and ensure parents are fully informed of all changes of nappy, sleeping times and the food their child has eaten. Children learn the importance of good hygiene through the daily routine, talking with staff and observing displays on posters. Children have plenty of opportunities to access outside equipment on a daily basis, such as wheeled vehicles, rockers, crates, large tyres and playing games to ensure that they have plenty of exercise. Older children

are aware of safety in the nursery. Staff talk with them about the safe use of knives at mealtimes and they are aware of how to use the trampoline safely, even reminding the younger children of the rules. Suncream and sunhats are used on hot sunny days to protect children in the sun.

Children enjoy a healthy and well-balanced diet. The meals are cooked from fresh produce on the premises daily. All special diets and allergies are suitably catered for and the nursery has robust systems in place to ensure children receive their correct meal. Fresh water is readily available in all rooms for children to access from bottles, cups or the water coolers to keep them hydrated.

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

The management team has a very good understanding of their responsibility to ensure the requirements of the Statutory Framework for the Early Years Foundation Stage are met. They are committed to providing a high quality, flexible service for children and their families. Since the appointment of the new manager, a full review of the nursery has taken place, which has led to number of changes taking place. The records, policies and procedures are well-organised and are highly effective in supporting the nursery. Policies and procedures are routinely reviewed and updated to include new legislation; any changes are shared with parents and staff. The nursery staff place a high priority on safeguarding children from abuse. The inspection took place following a notification to Ofsted. In light of this, a thorough review of safeguarding procedures has taken place. The provider has put in place new procedures for training staff on child protection issues. This includes that all staff complete online training as part of their induction training. All staff are then put on basic safeguarding training and then advance onto level 2. The manager and designated person for safeguarding issues has completed a level 4 management course that includes managing staff and allegations of child protection. Staff spoken with during the inspection are fully alert and aware of the procedures and the children continue to be safe in their care. There is a robust recruitment process in place to ensure staff have the qualifications and skills to promote children's learning and welfare and to check their suitability to work with the children. Induction procedures ensure that staff understand the policies and procedures and effectively put them into practice. The manager closely monitors performance both informally, by working alongside staff, and more formally through regular supervision and appraisals. Ongoing professional development is seen as a high priority in helping to ensure that the nursery has an experienced, well-trained and qualified team.

Monitoring and evaluation systems in the nursery are strong to ensure the continued development of all the children. Observation and assessment of the children and the planning of the activities has recently been reviewed and updated. This makes it clearer how children are working towards the early learning goals within the Early Years Foundation Stage. Self-evaluation is accurate and highlights the nursery's strengths and areas for development. All the recommendations raised at the previous inspection have been addressed, promoting children's well-being and development. Staff, parents and children are involved in the evaluation process through discussions and questionnaires.

Parents have been consulted about language classes for the preschool children, layout of the rooms and opening hours of the nursery.

Children benefit from the good partnership with parents. Those spoken to speak very highly of the nursery and the support their children receive. They make comments, such as 'their child has been encouraged to be confident, lively and that the nursery has contributed to their child's development enormously'. Parents receive good information about the nursery including a welcome pack and regular newsletters. They also access noticeboards, the nursery's website and the policies and procedures to ensure that they are kept up-to-date. Parents are also invited into the nursery to share their skills with the children and for social occasions, such as for Mother's and Father's Day celebrations. This strengthens relationships. Partnerships with other professionals and other early years providers are equally effective in improving children's well-being and development. The nursery works very well alongside external agencies to draw up individual plans where children need additional support, input or monitoring. Staff have also had training in the sign language Makaton to support children and help children understand different forms of communication.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY385488
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	922525
<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>	91
<b>Number of children on roll</b>	115
<b>Name of provider</b>	Bridge End House Nursery (Fixby) Limited
<b>Date of previous inspection</b>	22/04/2009
<b>Telephone number</b>	01484454854

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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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