

# Bridge End House Nursery Limited

Bridge End House Day Nursery Ltd, 24 Bridge End, BRIGHOUSE, West Yorkshire, HD6 3DH

<b>Inspection date</b>	20/08/2013
Previous inspection date	09/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- Children make good progress within the Early Years Foundation Stage and across the areas of learning, which prepares them well for the next stage in their learning.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.
- The well-embedded key person system helps children to form secure emotional attachments as staff skilfully support them in their play. Consequently, children are well prepared for their transitions, both across the nursery and into school.
- Partnerships with parents, external agencies and other early years providers are strong and make a significant contribution to meeting all children's needs.

### It is not yet outstanding because

- There is scope to extend opportunities for children in order to enhance their good literacy skills further.
- The good systems in place for monitoring staff performance do not fully include peer observations, in order that staff can learn from each other through honest and critical reflection.

## 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 three playrooms and the outdoor environment.
- The inspector held a meeting with the manager, talked to staff, children and key persons and carried out a joint observation with the manager of an adult-led activity.
- The inspector looked at various documents, including a sample of policies and procedures, complaints records, staffing rotas, children's records, planning and assessments and evidence of the suitability of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written evaluations.

## Inspector

Shazaad Arshad

## Full Report

### Information about the setting

Bridge End House Nursery was registered in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from converted buildings on the outskirts of Brighouse in West Yorkshire. The nursery predominantly serves families from the local area. The accommodation comprises of three linked buildings, each with its own entrance. There are separate units for children aged under two years, two to three years and three to five years. In addition, out of school care is provided on the first floor. All children have access to a shared outdoor play area. The nursery is one of two settings run by the same providers.

The nursery opens from 7.15am to 6.30pm five days a week for 51 weeks of the year, excluding public holidays. Children attend for a variety of sessions. There are currently 177 children on roll, all of whom are within the early years age range.

The nursery employs 25 members of staff to work with the children. Of these, 24 hold appropriate early years qualifications at level 3 and one staff member has Early Years Professional Status. The nursery has been accredited with the level 2 Steps into Quality from the local authority.

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

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

- extend opportunities for children to enhance their good literacy skills further, for example, by providing an attractive range of well-presented books in the pre-school unit
  
- build on existing good systems for the monitoring of staff performance, for example, by fully establishing peer observations to continue to build on their already good practice.

## Inspection judgements

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

Children thrive in this good quality nursery and consistently demonstrate the characteristics of effective learning. Teaching is rooted in a good knowledge of the Statutory Framework for the Early Years Foundation Stage and a clear understanding of how children learn. As a result, children's individual needs are well met and they make

consistently good progress in relation to their starting points. Children's progress is effectively tracked through a continuous assessment of their achievements. This helps staff to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. In addition, any gaps in learning are quickly identified and appropriate interventions are sought to enable all children to achieve to their full potential. Children's learning journey records contain a wide range of information, including photographs, observations and examples of their work. They are well presented and clearly demonstrate children's achievements and progress. The process also includes home links and good information sharing with parents. For example, transition diaries include a clear picture of what children can do and can accurately assess their needs and the next step necessary for their continued development. Staff value parents' input and share information about how they can help their child's learning through simple activities at home. Parents receive information about their children's learning through daily verbal feedback, regular written summaries of children's progress and opportunities to review children's learning journey records with the key person for their child.

The environment is stimulating, challenging and well equipped with a wide range of interesting and good quality resources to promote children's natural curiosity and develop their exploratory skills. For example, babies investigate water, mirrors, interactive toys and the sensory area. They have a wonderful time as they sit, crawl and roll around using water in flat trays to experience what it feels like when they splash water with their feet. Older children investigate shaving foam, sand, a wide range of creative materials and technology equipment. Consequently, children access a broad and balanced curriculum, are eager and motivated to learn and make very good progress in their learning.

Staff place a priority on helping children to acquire communication and language skills, and supporting their physical, personal, social and emotional development. This means that children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school. All children, including young babies demonstrate high levels of independence as they confidently move around the environment to experience the exciting activities and resources on offer. For example, babies crawl rapidly towards the resources that they can see around them and have direct access to their own dedicated outdoor space. Staff teach children to share and cooperate in their play and provide them with a wealth of opportunities to do this. For example, children work harmoniously together as they build towers and engage in role play.

Children are developing a good understanding of team work as they help each other with the outdoor games and they understand mathematical concepts through following instructions around weighing. For example, they talk about the different size items being heavy and light as they attempt to see if items float in the water. Children take part in many counting games and recognise numerals in the display work around them. As a result, they are developing skills in mathematics. Children also use their creativity and imagination well as they use role play equipment to play numerous games based around their interest around holidays. For example, they use the climbing wall to recreate activities that they remember from their holidays.

Staff provide lots of activities to help children to develop an understanding of the world. Children are involved in growing their own flowers and as such learn about what they

need to do to help this process. They enjoy planting, watering, nurturing and monitoring the growth of the flowers. This helps children to learn and to explore the natural world. Children are given a wealth of opportunities to listen and talk to each other for a variety of purposes to meet their individual development needs. For example, individual family books are available for each child and they are encouraged to share news about their home and family at circle time.

Children also participate in regular story and singing sessions and follow instructions very well as they play. These repeated daily activities have a good impact on the development of children's literacy skills. However, in the pre-school area, some children do not follow up their interest in the stories as some books are not presented attractively. As a result, children are not as motivated to carry on with the story. Staff provide children with many opportunities to develop their physical skills, both indoors and outdoors. For example, good quality, low-level units in the baby rooms enable children to pull themselves up to a standing position safely and cruise along furniture. Older children develop their large muscle control and coordination as they ride wheeled toys, use balancing games and use large climbing equipment. Babies and young children develop their finer hand movements as they turn the pages of a book, push buttons on interactive toys and complete simple inset jigsaws. Pre-school children and toddlers fill and empty containers with water and sand, and make marks with chalk, pens, crayons, pencils, sponges and paintbrushes.

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

Children are extremely well settled in the nursery and have made secure attachments to their key person. Staff know children very well and understand the importance of having positive relationships with parents. They take time to support children to settle into the setting by implementing strong arrangements for settling the children in. For example, there are arrangements in place for a deputy key person so that parents can access two key persons for their child. A two-way flow of information between home and the nursery mean that staff are aware of children's routines, dietary requirements and general care needs. As a result, children's individual needs are well met and parents and staff work closely together to provide consistency of care. Effective systems are in place to ensure the children's smooth transition to school and as they move through the nursery. For example, children and parents are well prepared for transitions as the key persons effectively share information about each child with parents, other key persons or teachers. As a result, the move to the next step in their learning is seamless.

All children have daily opportunities to take exercise and access fresh air through outdoor play and they use a wide range of outdoor resources. They climb on tyres with well-rehearsed technique and avoid their friends as they move through the area showing good awareness of space. Children have opportunities to run, climb, balance and jump as they practise their physical skills. They recognise when they are hot and access their own drinks to keep them cool. Staff promote leading a healthy lifestyle and are very good role models for children. For example, they sit with them at mealtimes and eat a selection of vegetables, talking to them about the benefits of healthy eating and encouraging them to try new foods. Children sit well at snack and mealtimes and enjoy the social occasion.

Children behave very well in the nursery and understand the rules, boundaries and behaviour expected of them. For instance, children explain they cannot build the blocks too high as they could fall over and hurt others. They regularly practise fire drills and supporting children to understand how to keep themselves and others safe, which is a high priority for staff. Staff reinforce children's understanding through group discussions and creating artwork of people who help. This promotes children's thinking and prompts discussions about safety issues. Children are developing a strong understanding of right and wrong because all staff implement the clear rules and boundaries consistently. Consequently, children understand instructions, for instance, children explain to each other they have to wait their turns to pull on the parachute games. Children cooperate well with each other during outdoor play and share resources as they recognise the needs of others. They show consideration for others as they play in their key groups to join in the activities. This helps prepare them for their next stage in their learning. Children demonstrate high levels of self-confidence as they wander in the outdoors to take on challenging and risky play by manoeuvring their bodies on the climbing wall.

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

Staff have a good knowledge and understanding of how to protect and safeguard children and policies and procedures are known by all staff and implemented consistently. Many have attended safeguarding training and are fully aware of what to do and who to contact if there are any safeguarding concerns. Risks are managed effectively and daily checks of the environment ensure that children can learn and play in complete safety. The vigilance of staff, consistent supervision of children and extensive security systems, such as electronic thumb print door entry, keypad locks on doors and the use of safety gates are effective. These ensure that children are kept safe from unwanted visitors and cannot leave the premises without an adult. A secure password system is in place for adults collecting children who are unknown by staff. The consistent monitoring of staff and children attending each day and the use of computerised staff records allows for immediate planning to cover staff absences. As a result, staff ratios are met at all times and children's needs are effectively promoted. Accidents and existing injuries are recorded in detail and shared with and signed by parents to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The robust recruitment and induction systems ensure that staff skills are valued and children are cared for by a safe and knowledgeable staff team.

As a result of thorough systems in place to monitor the quality of teaching, such as appraisals and general observations, practice is consistently good. The manager ensures that all staff have ample opportunities for further training, which is discussed at appraisal meetings, and that any mandatory training is updated as required. However, the system for peer observation is not fully embedded to enable staff to learn from each other through honest and critical reflection so that children's learning needs to continue to be very well met. The manager takes responsibility for monitoring planning, observation and assessment to ensure that children's progress is accurately recorded and key persons plan effectively for the next steps in their learning. She regularly reviews children's learning

journey records and successfully supports staff in their implementation if needed. The recommendations raised at the last inspection have been successfully addressed by improving learning and development during group times, assessment and the self-evaluation process. In addition, the nursery has completed two stages of the local authority quality assurance process. This demonstrates that the nursery has a good capacity to maintain improvement.

Partnerships with parents, external agencies and other providers are well established and make a positive contribution to meeting children's needs. Information is shared with other early years providers and professionals. This includes information about the children's progress at the nursery and requests to work together to enhance children's learning in all early years settings. Informative noticeboards, newsletters, suggestion boxes and daily discussions keep parents up to date with the events at the nursery. Parents state that they are very pleased and happy with the service they receive. They say they have very positive relationships with staff, and are confident to talk to the manager and the staff about any issues. Parents complete evaluations and all comments are very complimentary around their children's experiences at the nursery.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>	EY367827
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	915214
<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>	109
<b>Number of children on roll</b>	177
<b>Name of provider</b>	Bridge End House Nursery Limited
<b>Date of previous inspection</b>	09/02/2010
<b>Telephone number</b>	01484 719 179

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

