

# Bridge End House Nursery Fixby

66a Netheroyd Hill Road, HUDDERSFIELD, HD2 2LS

## Inspection date

14/02/2014

Previous inspection date

10/06/2013

## 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

- Teaching is effective; children are provided with interesting and stimulating experiences based on their individual needs with the result that they are eager to learn and make good progress in their development.
- Children are given very good support during transitions because staff understand very well that children need extra and sensitive support during times of change.
- Children are effectively safeguarded. The manager has a very good understanding of what she needs to do to make sure that the staff working with children are suitable. Staff follow all necessary guidelines.
- The owner and manager are committed to improving and developing the provision so that children receive the best possible education and care.

### It is not yet outstanding because

- There is scope to extend further the involvement of parents in their children's learning, for example, by enabling parents to share their children's achievements at home and celebrate their successes at nursery.
- On occasions, children have to wait too long to hold a toy bear or to have the chalk to write numbers during group activities.

## 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 staff engaging in a range of indoor and outdoor play and learning activities, and daily care routines with the children.
  - The inspector carried out a joint observation together with the manager.
  - The inspector talked to children and staff, and also held discussions with the manager during the inspection.
- The inspector looked at children's assessment records and at their learning journals.
- The inspector also reviewed planning documentation, evidence of suitability of staff working in the nursery, the provider's self-evaluation systems and a range of other supporting documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection and through their written comments displayed on the walls of the nursery.

## Inspector

Anne Mackay

## 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 enclosed areas available for outdoor play.

The nursery employs 13 members of child care staff, including the manager. Of these, all hold appropriate early years qualifications at level 2 or above, including two members 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 56 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.

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

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

- build on the already good partnerships with parents in order to promote an even more effective sharing of information about children's learning for example, by enabling parents to share their children's achievements at home and celebrate their successes at nursery
- maximise the potential of group activities by further planning so that children do not have to wait too long for their turn.

## Inspection judgements

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

Staff are well supported by their manager and have a good understanding of the learning and development requirements of the Early Years Foundation Stage. An effectively-organised, well-resourced, and stimulating learning environment is combined with good quality teaching. The enthusiastic staff know the children very well. When their children first start at the nursery, the key person takes care to find out from parents their children's individual interests and skills. This information is used to effectively plan enjoyable and challenging experiences to support each child in their care in their next

stage of development. As a result, children show high levels of curiosity, confidence and independence in the nursery. They make rapid progress in their learning and demonstrate the key skills they need in preparation for starting school.

Planning is successful in providing an exciting range of daily activities based on children's interests and their individual learning needs. For example, staff provide foam play for young children to explore the sensation of new textures. Staff encourage children to enjoy getting really messy, while they trace different shapes in the foam and learn pre-writing skills. Young children are able to move freely from one activity to another, and choose to explore the hot and cold water trays, pausing as they realise the difference in water temperatures. Skilful practitioners seize the opportunity to talk to children about the water, increasing children's vocabulary as they join in with a gentle splashing game. Staff use accurate observations and tracking of children's progress to ensure that they continue to develop in their learning. Parents are well involved as they are invited to attend open evenings on a termly basis. These provide a chance to share summaries of children's progress, such as the progress check at age two. However, there is scope to further strengthen the opportunities for parents to share their children successes at home and to learn more about children's daily triumphs in nursery, by example through more interesting notice boards for parents or "Wow!" displays of children's achievements.

Children are able to choose when they wish to explore the outside resources. Children show increasing control over their bodies as they experiment with balancing on planks and milk crates, or enjoy bouncing on the large trampoline. They jump, skip and hop, which supports their physical development. Children learn about numbers as they chalk on walls and the ground, counting to twelve with the support of a member of staff. Group activities include interesting resources, such as, story sacks to help children develop a love of books. However, on some occasions staff do not always think ahead as to how to make the best use of these structured times and activities, so that children do not have to wait for their turn to have the chalk or to hold the teddy bear. In the indoor environment, babies have plenty of space to learn to crawl and develop their walking and climbing skills with gentle slopes, steps and a slide. Children have good opportunities to learn about the world around them. For example, they learn about the seasons and the winter weather in an indoor igloo. They explore major festivals. Staff bring Chinese New Year to life through a trip with children to a Chinese supermarket, which is then re-created in the nursery. Children use their budding talents to make and decorate colourful Chinese lanterns and are proud to point out their handiwork hanging from the ceiling. Pre-school children particularly enjoy the variety of activities on offer and staff with additional expertise are brought in to extend the range available. For example, children take part in weekly music sessions, where they practise their concentration skills and learn to listen carefully to each other and to the group leader. They are then encouraged to see who can play their instrument slowly, fast or quietly before seeing how loud their music making can be. Children beam with self confidence, as they are rewarded by stickers for their participation.

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

Children feel very comfortable at their nursery and approach the staff with confidence because the staff are very welcoming. Staff greet children warmly at the beginning of the day, asking them about what they have been doing since they last saw them. Staff are caring and kind. As a result, the attachments between them and the children are strong and this successfully promotes children's well-being. Effective settling in procedures are in place. For example, parents are encouraged to make a book about their families and their children's interests, so that staff can look at this together with children. This helps children have a sense of continuity and helps them settle in the nursery. Staff are flexible in their approach and understand that some children may take longer to settle than others. Staff are particularly sensitive when children and families are experiencing change at home. They allow children the time and space to become familiar with their new surroundings, gently providing support when it is needed. For example, staff encourage children to wave goodbye to their parents, reminding them that they will be back later, before suggesting that they read a book together. In this way, children quickly get to know the staff and other children and look forward to attending. Close working relationships between staff in all the nursery rooms and carefully planned routines help ensure that children's individual needs are met as they move on to their next stage of learning.

Children who speak more than one language are well supported to learn to speak English, by staff who understand the importance of speaking clearly and directly, using simple words until children are more confident and able to expand their vocabulary. Staff also take time to learn words from their home language so that children feel comfortable and this in turn supports children to develop their use of English. Children's good health is effectively promoted because staff follow good hygiene practices, and encourage children to learn how to keep themselves healthy. For example, children are encouraged to wash their hands before snacks and meals and are reminded to not eat food that has fallen on the floor. The nursery cook provides home made nutritious meals, such as, chilli con carne or a vegetarian option, following children's individual dietary needs. All children are encouraged to develop their independence skills as they help themselves to fruit or fetch water from the dispenser.

Children develop a good awareness of personal safety because staff teach them about how to move around the building safely. For example, children know to walk carefully downstairs holding on to the banister. Staff undertake daily visual checks of all equipment and resources inside and outdoors, which ensures that children play and learn within a safe environment. Staff act as good role models and children respond well to the clear boundaries that are set for them. Children are reminded to be kind to each other and share and take turns. As a result, children behave well and learn to be sensitive to the needs of others. They notice when others are not joining in the music making and offer them their instruments so that they can be part of the activity. All children are given daily opportunities to be in the fresh air and be active. All in one waterproofs and wellington boots allow children to be outside and remain dry and warm. This supports their physical development well.

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

Arrangements for safeguarding children within the nursery are good. Children are kept safe through the implementation of clear policies and procedures which ensure that staff quickly identify any concerns and take required actions to further the welfare of children. Robust recruitment and induction procedures ensure that staff are suitable before they start work at the nursery. The grounds and building are secure and staff in all rooms are vigilant so that only authorised visitors gain access. The times of children's arrival and departure are clearly noted and children are only allowed to leave with their parents or those who have been given permission in advance by their parents to collect them. The use of a system of passwords offers additional security, so that parents can be confident that their children are kept safe at all times. The inspection took place following the manager providing a notification to Ofsted of a serious child protection concern. The inspection found that the manager had taken prompt action in response, informing and seeking advice from the relevant authorities. The manager undertook a full investigation and ensured that all necessary actions to ensure the continued safety of children were immediately taken and followed through. In addition, the manager verified that all staff are extremely familiar with the expectations and responsibilities of their roles through individual and team discussions. As a result, children are effectively safeguarded within the nursery.

Staff understand and work in partnership with other professionals and settings that children attend to support their transitions and to promote continuity in their care and learning. The provider and the new manager seek the opinions of parents, staff and children in order to provide the best levels of learning and care. Parents have recently completed a questionnaire and their views are being gathered together so that children benefit from a joint approach. On a daily basis, children are consulted on the play and organisation, so that their thoughts and wishes are taken into account. This contributes to the children's sense of belonging and making a contribution to their day. Therefore, they are content and busy in their play.

Self evaluation is continuous and the new manager is enthusiastically introducing changes to enhance children's learning experiences. She has successfully addressed the recommendations from the previous inspection. The manager has a good understanding of the educational programme and is adapting the monitoring and tracking systems, so that she has a comprehensive overview of the progress of all children. This means that staff are supported to more accurately pinpoint individual children's developmental needs and take speedy action to address any areas when children need additional support. The provider seeks constantly to enhance resources. For example, story sacks have recently been introduced to support children taking a delight in books and reading. The manager gives direct support and feedback to staff as to their performance. Continuous professional development is provided to staff and they are encouraged to visit the companion nursery to learn new skills and share the best practice. This means that gaps in learning are closing and children are well prepared for their eventual move on to school. The manager regularly introduces new ideas so that children can be provided with high quality experiences. For example, she suggested changes to the lunchtime routines so that children are fully occupied and their interest sustained.

## **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	950151
<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>	93
<b>Name of provider</b>	Bridge End House Nursery (Fixby) Limited
<b>Date of previous inspection</b>	10/06/2013
<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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