

Bridge End House Nursery Limited

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

Inspection date	03/03/2014
Previous inspection date	20/08/2013

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

- Children develop a strong secure attachments with their key practitioners. This means they feel safe and secure and settle quickly.
- The provision is welcoming and children can easily access the resources. This gives them opportunities to become independent, confident and develop a high sense of well-being.
- Management and practitioners have a good knowledge and understanding of how to protect and safeguard children. This helps keep children safe.
- Partnerships with parents, external agencies and other providers are well established. This ensures children make good progress.

It is not yet outstanding because

- There is scope to enhance management systems further to instil a culture of continuous reflective practice, so all children make the best possible progress.
- The analysis of children's progress across the nursery does not always identify groups of children, or areas of provision, that would benefit from further development.
- The outdoor area is not used to maximum effect to provide a wide variety of opportunities that promote learning and development in different ways.

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 each of the units and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and directors of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's parent surveys.

Inspector

Caroline Midgley

Full report

Information about the setting

Bridge End House Nursery Limited was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted buildings on the outskirts of Brighouse, West Yorkshire. The nursery is one of two settings run by a limited company. It predominantly serves the local area and is accessible to all children. 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 an outdoor play area. The babies have a dedicated area for outdoor play separated from the main play space.

The nursery employs 24 practitioners who work directly with the children, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday all year round between 7am and 6.30pm. Children attend for a variety of sessions. There are currently 190 children on roll, 138 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- enhance systems to ensure all practitioners continue to improve and develop their good practice and to instil an enhanced culture of reflective practice and continuous improvement
- analyse children's progress across the nursery more closely to identify groups of children or areas of provision that would benefit from more focused attention, to ensure all children make the best possible progress
- enhance the outdoor area to greater effect to provide a wider variety of opportunities that promote learning in different ways. For example, provide letters and words to encourage children to link sounds and letters and examples of numerals that children can use in their outdoor play.

Inspection judgements

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

Teaching is mostly good and sometimes outstanding. This is because practitioners know the best ways to teach and enthuse young children and because they know each child's stage of development well. They ensure the educational programmes for the younger children focus on the prime areas of learning, communication and language, physical development and personal, social and emotional development, and for older children also include other specific areas of learning. This means children make rapid progress. As a result, children's individual needs are well met and they make consistently good progress in relation to their starting points. For example, a practitioner plays with children in the water tray. He supports their communication well by encouraging them to talk about what they are doing using very effective teaching. For example, he introduces new words and asks questions that encourage children to think and formulate their own ideas. He points out the duck he is playing with is floating, but the octopus a child has does not float. He encourages children to think of reasons that this is happening and then supports them as they test their ideas. For example, a child suggests the octopus sinks because it has got lots of legs, so they look for other things with lots of legs to see if those sink. He gives children time to respond and offer and test their own ideas. This helps children learn to think critically and make sense of their physical world.

The indoor environment is carefully organised to provide children with a rich environment that supports children's development well in all areas of learning. This means teachers have the resources to hand that capture children's interest and provide effective learning experiences. For example, babies enjoy investigating the black and white sensory area and older children enjoy drawing on the interactive whiteboard. They print off copies of their drawings for their record file and are very proud of their achievements. This helps them develop creative and writing skills, as well as an understanding of computer technology. It also ensures that they develop an enthusiastic attitude to learning which prepares them well for school. Children learn to count as they sing nursery songs. They develop social skills as they play in the well-equipped role play area and develop their literacy skills as they recite and re-enact familiar stories outdoors. The children also regularly run around outside and use the balancing equipment. This helps them develop physical skills. However, there is scope to enhance the resources in the outdoor area to promote other areas of learning. In addition, some practitioners supervise outdoor play rather than use it to extend the learning opportunities offered indoors. This means there is scope to use the outdoor area to greater effect to provide a wider variety of opportunities that promote learning and development in different ways. For example, by providing letters and words to encourage children to link sounds and letters, and numerals that children can use in their outdoor play.

Children's learning journey records contain a wide range of information, including photographs, observations, assessments and examples of their work. These files also include examples of activities that children have done with parents. There are also white boards in each of the rooms on which parents can jot down activities that children have done at home. This means that practitioners can follow up learning that has taken place at home. This enables children to make links between ideas and means that parents and key practitioners work closely together to support children's learning and development. Each child's key practitioner tracks their progress through a regular assessment of their achievements. This helps practitioners recognise children's interests and stages of development. For two-year-olds, this report takes the form of the progress check at age

two. This helps practitioners ensure children are making expected progress and also helps keep parents and carers fully informed about their children's learning. Key practitioners and parents also exchange information about their children's learning through daily verbal feedback and parents' evenings. Practitioners use this information to plan activities and opportunities to ensure they make good progress in their learning and development in each area of learning. This means they are able to identify any gaps in learning quickly and if necessary seek support from external agencies, such as speech therapists. This helps all children make good progress and ensures that they are able to take full advantage of learning opportunities when they move on to school.

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

Each child has a key person who develops a special relationship with them and oversees their progress. Children develop a strong, secure attachment with their key person. This means children feel safe and secure and settle quickly. The key person also develops strong, supportive relationships with their key child's family. Each child's key person gives parents and carers daily feedback. Practitioners understand how to relate to children well. They provide a nurturing, caring and supportive environment which meets each child's needs and stage of development. They encourage parents and carers to stay with their children until they are happy and confident. This means children have high levels of emotional well-being. Practitioners are very positive role models and encourage children to share and to look after the resources and equipment. They help them to take turns as they play alongside others. This means children develop good social skills.

All children are encouraged to develop healthy lifestyles. They have daily opportunities to take exercise and access fresh air through outdoor play. For example, when the weather is suitable, practitioners open the double doors in the baby room that leads to a safe outdoor play area. This means babies can safely crawl in and out, exploring the different environments as they do so. The children play outside for short periods if the weather is not warm enough for the doors to be open, and are dressed appropriately to keep them warm. The nursery provides spare clothes should children's own clothes not be suitable for outdoor play. Practitioners ensure all children have free access to drinks throughout the day. Children enjoy mealtimes and older children have opportunities to serve themselves, which means they learn to be independent and self-reliant. The nursery caters for children with special dietary needs effectively. This is because it collects detailed information about children's requirements before they start and because practitioners know the children well. This means nutritional and individual requirements are met effectively.

The provision is welcoming and children can easily access the resources. As a result, children are able to independently choose the toys and equipment they prefer to play with. This means children are independent, confident and have a high sense of well-being. Practitioners also encourage children to be independent, for example, by putting on their own coat and shoes. Children behave very well in the nursery and understand the rules, boundaries and behaviour expected of them. They cooperate well with each other and share resources as they begin to understand the needs of others. Practitioners also teach all children what to do if the fire alarm rings. They have opportunities to engage in challenging activities as they use the climbing wall. In these ways, children begin to learn

to keep themselves safe. The nursery has good links with other settings. This means children's learning is not disrupted when they move on to the next stage in their learning.

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

Management and practitioners have a good knowledge and understanding of how to protect and safeguard children. Most practitioners have completed online certificated safeguarding courses and are aware of what to do and who to contact if there are any safeguarding concerns. Policies and procedures are known by all members of staff, although there is scope to enhance systems that monitor staff induction and development to ensure all practitioners are constantly improving their already good understanding and practice. Hygiene procedures observed throughout the inspection in all areas, including the kitchen, are well met and do not pose a hazard to children. However some of the carpets are stained and are due to be replaced as part of the nursery's improvement plan. There is a strict no-smoking policy on nursery property. Risks are managed effectively and daily checks of the environment ensure that children can learn and play in safety. The practitioners are vigilant and supervise children well. The nursery also has extensive security systems, such as electronic thumb print door entry, keypad locks on doors and safety gates. 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 to the practitioners. The manager monitors the number of practitioners and children attending each day. A system of telephone communication between the office and all other areas of the nursery means staff ratios are met 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. These incidents are analysed by the manager to help reduce the chance of reoccurrence.

The management team has a very good understanding of their responsibility to ensure the learning and development requirements of the Statutory framework for the Early Years Foundation Stage are met. They have completed two stages of the local authority quality assurance process and have successfully acted on recommendations from previous inspections. This demonstrates that the nursery has a good capacity to maintain improvement. 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, although she does not as yet use these to closely monitor groups of children's progress across the nursery to identify groups of children or areas of provision that would benefit from more attention. The manager informally monitors the quality of teaching and carries out regular appraisals. Room leaders conduct regular supervisions with practitioners and they are beginning to establish a system of peer observation. The manager ensures that all practitioners have opportunities for further training, which is discussed at appraisal meetings, and that any mandatory training is updated as required. However, there is scope to enhance these systems further to ensure all practitioners continue to improve and develop their good practice and to instil a culture of reflective practice and continuous improvement to ensure all children make the best possible

progress.

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, which ensures children make good progress. Informative noticeboards, newsletters, suggestion boxes and daily discussions keep parents up to date with the events at the nursery. The nursery aims to work closely with parents to provide the best care for children. They aim to resolve any problems parents may have quickly and have a very effective grievance policy to support this. Several parents commented on how happy their children are at the nursery and how quickly they had settled. Several parents thought the friendly and supportive practitioners were the best feature of the setting.

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

Unique reference number	EY367827
Local authority	Calderdale
Inspection number	951826
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	109
Number of children on roll	190
Name of provider	Bridge End House Nursery Limited
Date of previous inspection	20/08/2013
Telephone number	01484 719 179

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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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