

Bridgemont Nursery

Bridgemont Mission Hall, Bridgemont, HIGH PEAK, Derbyshire, SK23 7PB

Inspection date

Previous inspection date

29/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 good as it is based on staffs' secure knowledge and understanding of the Early Years Foundation Stage. As a result, children make good progress in their learning given their starting points and capabilities.
- All children's individual needs are met through strong partnerships with parents and relevant agencies.
- The nursery is a very friendly and welcoming environment. Positive relationships with parents mean children settle in with ease.
- The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood and implemented by the manager and the staff. Therefore, children are safe in this nursery.
- The manager has a good understanding of the nursery's strengths and areas for development. Therefore, the nursery has good capacity to continue to improve even further.

It is not yet outstanding because

- On occasion, opportunities to further support transitions during the routines of the day are not fully exploited, to ensure every opportunity is used to support children's emotional development.

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.

Inspection activities

- The inspector checked evidence of suitability and qualifications of staff working with the children, and the manager's self-evaluation form and improvement plans.
- The inspector was given a brief explanation of the nursery space.
- The inspector observed teaching and learning activities in the nursery room and the outdoor environment.
- The inspector held discussions with staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector conducted a meeting with the manager. Policies and procedures were looked at and discussed, including progress tracking documentation.

Inspector

Diane Williamson

Full report

Information about the setting

Bridgemont Nursery re-registered in 2013 on the Early Years Register, due to a change in ownership. It operates from the village hall in the village of Bridgemont, Derbyshire. The nursery serves the local area and is accessible to all children. The main playroom is on the ground floor with some external and internal steps. The toilets are in the basement and are accessed via a flight of stairs. There is an enclosed area available for outdoor play. The nursery employs four members of childcare staff. Of these, three hold early years qualifications at level 3 and one holds a qualification at level 2. The nursery opens during term time with sessions from 9am to 3pm on Mondays, Tuesdays and Thursdays and from 9am to 12 noon on Wednesdays and Fridays. Children attend for a variety of sessions. There are currently 17 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs and/or disabilities. The nursery receives support 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:

- enhance the already good practice to ensure all staff are consistently strong in supporting children's emotional development during transitions within the nursery routines.

Inspection judgements

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

Teaching is good because staff provide interesting, well-planned experiences, based on good knowledge and understanding of how to promote learning and development. Educational programmes have breadth and depth across all areas of learning. For example, 'Physical Literacy' sessions are enhanced by music and props. After the music has stopped, children move excitedly to the chalk board, cooperating and taking turns to recreate the shapes they made with their arm movements. As a result, children develop pre-writing skills, having fun as they learn. Carefully planned phonics teaching is creatively moved to the new wicker den outdoors where children engage in listening to environmental sounds. Staff skilfully adapt and extend children's language development. For example, the random banging of a piece of wood on the stool in the den, prompts the teacher to begin singing a nursery rhyme. This encourages the children to move from random tapping to matching the beat of the rhyme. Therefore, children's learning is very well supported as their interests are valued and responded to. Children's confidence and self-esteem is developed effectively. For example, staff sensitively engage reluctant children to take part in the story by giving them the puppet prop. Consequently, the nursery supports the development needs of all children, including those with speech and

language difficulties, as they make good progress in their learning.

Recent 'Every Child a Talker' training is already having a positive influence on the quality of teaching and children's progress. For example, during the retelling of well-known children's story about a hungry caterpillar, the teacher asks 'what do you think is happening to his tummy?', 'how do you think he felt?'. Therefore, staffs' effective use of open-ended questions supports children's thinking and understanding. Children are developing an understanding of the world and living things as they are able to explain that the butterfly had come from a caterpillar in a cocoon. Staff are good role models for language development as they speak the new vocabulary from the story clearly, therefore supporting children's readiness for the next stage in their learning.

The majority of children are working within the expected levels for their age. Where children have special educational needs and/or disabilities, they are supported by the skilful intervention of the staff in liaison with relevant agencies. Parents speak very highly of the support from the manager and the staff in helping them know where their children are and how to support them further in their learning and development at home. Parents know their children's key person and are equally confident to speak with other members of staff. The children's files are always available to be viewed and discussed at nursery, or signed out and taken home to enjoy. Parents contribute to children's assessment as they are encouraged to respond to summative reports of achievement.

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

Staff create a friendly and welcoming environment so children are confident to leave their parents and carers, as a result, children settle quickly and engage in activities. Children's independence skills are promoted as they self-register, hang their coats up and change into soft shoes for indoors. This helps children develop a sense of belonging. Emotional transitions are mostly well supported. For example, when children have a new baby in the family the key person encourages the children to talk about the change in their life and makes observations of their responses. This ensures children feel cared for and supported. However, occasionally the transitions from one activity to another are not used as fully as they could be by all staff, to further enhance the already good, emotional development. Children are well behaved in the nursery. Any issues with challenging behaviour are very well supported. For example, a timer is used to help children to count down the time passed until it is their turn on the bike. Children learn to manage risk for themselves, particularly in the outdoor area which is built on a slope. For example, they actively enjoy climbing, cycling, sliding and running where they are developing a good awareness of their own safety and the safety of others.

An established key person system ensures staff have a very good knowledge of the children in their care. They keep well-organised observations up to date and evaluated. Staffs' assessments of children's learning and development are informative and link appropriately to the stages of development. For example, the progress check at age two is in place. The manager liaises with the health visitor to ensure the assessment is shared with staff and parents and any recognised areas for development are supported. The children's files are freely available for parents to access.

Independence is fostered as children help with the preparation of a healthy snack. Children learn hygienic care practices, such as wearing an apron and washing hands at a low-level sink and are encouraged to explain why these are important. Snack time is used as an opportunity to develop language and physical skills. For example, children have safe knives to practise cutting their fruit and vegetables and are encouraged to explain what they are doing; staff also use this time to help children understand healthy eating as part of a healthy lifestyle. During induction to the nursery parents are asked to share health issues or food preferences. Consequently, the staff ensure specific dietary needs are adhered to. This is a relaxed time where children sit and talk together enjoying each other's company.

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

All staff have been subject to relevant checks for their suitability to work with children as part of the recruitment process. The manager has a thorough understanding of the safeguarding and welfare requirements, which are implemented effectively. Staff have all completed relevant safeguarding training and are all aware of safeguarding procedures and their responsibilities relating to children's welfare. The manager has a full understanding of the signs and symptoms which may lead to reporting a concern about a child. Staff demonstrate a high level of commitment to promote the safety of all the children. For example, all parents sign their child in at the beginning of the session ensuring they are safe and secure. Staff support parents with the health care of their children while they are at the nursery as medicines are appropriately stored and administered where needed. Early intervention is supported, for example, for children with speech and language development needs. Parents and relevant agencies work together to ensure the children have the support they need to make good progress in their learning and development.

The manager demonstrates a secure understanding of the Statutory framework for the Early Years Foundation Stage. Children are cared for by well-qualified staff who continue to develop their knowledge and expertise with relevant training driven by the needs of the children. The manager is motivated and leads on improvement. The nursery's self-evaluation is up to date and includes strengths and areas for improvement, which are acted upon. For example, a new wicker den for the outdoor area is now in place and used to enhance learning experiences. Good observation and assessment procedures are in place to monitor children's progress. A recently revised progress tracker identifies where there are any gaps in children's learning and development and regular staff meetings ensure teaching and learning is monitored and evaluated. Staff then adapt planning and provision to meet all children's needs.

Staff develop positive partnerships with relevant agencies, enabling them to provide effective support to children's individual care and development. For example, the manager and the staff work with the local authority to continue to develop the nursery provision further. Parents are consistent in their praise of the care and support from the manager and the staff at this nursery. They share many examples of the difference the nursery

staff make to their children's learning and development at home. For example, they say that the staff give them time, support and help to provide a consistent approach to their child's learning and care.

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	EY469459
Local authority	Derbyshire
Inspection number	942836
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	19
Name of provider	Dawn Michelle Barlow
Date of previous inspection	not applicable
Telephone number	07855723646

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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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