

Iford Bridge Nursery & Pre-School

10a Old Bridge Road, Iford, BOURNEMOUTH, BH6 5RG

Inspection date

Previous inspection date

29/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children relate well to adults and their friends. Staff offer individual attention and reassurance which helps children feel settled and secure.
- Children are encouraged to learn to do things for themselves which helps encourage their independence skills.
- Staff have established close links with parents and regularly share information about children's care and well-being.

It is not yet good because

- Staff do not plan sufficiently challenging activities or extend learning experiences effectively to help children move on to the next steps in their learning.
- At times, strategies to help children learn right from wrong are not always effective in helping children understand how to behave, which has an impact on others.
- Staff do not make the most of the play environment or resources to provide children with interesting and inviting learning experiences, in particular in the role play areas.

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 compulsory part 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 the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector talked with staff and held discussions with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Dinah Round

Full report

Information about the setting

Iford Bridge Nursery and pre-school registered in 2013. It operates from one main room in a building in Iford near Bournemouth, in Dorset. Several steps are used to access the premises. Children have use of an enclosed area for outside play. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. They care for children who learn English as an additional language and children with special educational needs and/or disabilities. The nursery operates Monday to Friday, from 8am to 6pm, all year round except for a week at Christmas and on bank holidays. Children attend for a variety of full and half day sessions.

There are currently 35 children on roll, of these, 33 are early years children. A team of five staff work with the children including the owner/manager. Three staff hold early years qualifications to level 3 and one staff member holds an early years qualification to level 2. Another staff member is currently working towards gaining an early years qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning of activities and staff interaction to provide each child with challenging play experiences to help them move on to the next steps in their learning and development.

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

- review the methods used to develop children's understanding of how to behave so they learn right from wrong
- develop the play environment and resources further to provide children with a greater range of learning experiences, in particular the role-play areas.

Inspection judgements

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

Most children enjoy coming to nursery. Some children have only recently started and the staff are on hand to offer reassurance to help them settle and feel secure. Staff link closely with parents and gain clear information about each child's individual needs through use of the 'All about Me' forms. This provides details of children's abilities, favourite

activities, any likes and dislikes, enabling staff to support children's individual needs from the start. An appropriate key person system is in place and key staff chat with parents to keep updated about children's developing needs. Staff complete appropriate observation and assessments of the children in their play which they collate in the children's individual progress folders. They use this information to help with the planning of activities and play experiences. The planning of weekly activities incorporates a suitable range of learning opportunities and play activities that contribute towards children's development. This includes both adult-led and child initiated play activities. As a result, children are making satisfactory progress in relation to their starting points. Staff take into account the children's individual interests, such as providing construction bricks for children who had enjoyed fixing and building materials the previous week. However, in practice, staff do not make sure that planned activities offer all children an appropriate level of challenge to support their learning and development well. For example, staff plan a specific activity which is aimed at promoting children's speech and language but they offer little discussion to teach children new words or encourage their language development. The staff miss these opportunities to build on children's vocabulary and support their communication skills.

Overall, most children are generally beginning to learn the skills they require to support future learning. They show independence as they learn to pour their own drinks and serve themselves at meal times. Staff offer sensitive support and encouragement for younger children and praise them saying 'good pouring'. This helps build children's confidence as they develop their independence skills. Learning to do things for themselves prepares children for their move on to school, making them become increasingly independent. The older children enjoy being a special helper at meal times as they hand out the cups and plates. However, staff do not use this opportunity to teach children numbers and counting to extend their learning effectively. For example, children are not encouraged to work out how many cups or plates they need to help develop their critical thinking and problem solving skills. Staff get involved in children's play activities and generally children are encouraged to learn how things work. They confidently use the mouse to click and drag the various tools on the screen and create their own pictures with staff praising their achievements. This teaches children how to operate programmable equipment. Children have opportunities to use their senses to investigate a variety of materials and mediums such as paint, sand, water and shaving foam. A planned activity involving printing with apples initially generates excitement as children explore what patterns they can make. Though after a while some children begin to lose interest as the activity is not sufficiently challenging. Staff miss opportunities to add additional resources to keep all children thoroughly engaged.

Children have access to books and they enjoy sitting quietly, listening to a story with a member of staff, or just looking at a book with a friend. They regularly join in rhymes and songs throughout the session which helps them learn about sounds and rhythms. Children have daily use of the outdoor play space. They negotiate the steps well and show control as they ride on the pedal bikes. Children have fun exploring the outdoors and show great excitement when they observe a snail crawling on the wall and watch closely at the trail it creates. As others come to look at the snail, the staff talk to the children about snails and the children remind their friends how they need to 'be gentle with the snail'. This helps

children to learn about showing care and concern for living things.

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

Children relate well to adults and other children. Staff understand children's needs and offer appropriate support for new and less confident children, recognising when they need some extra attention. Key staff spend time to help the children settle and engage them in play activities. This helps the children to feel secure and build attachments. As children arrive they see their name by their coat peg and on their individual drawer. This helps children to develop a sense of belonging. All children are involved in the welcome song at circle time, helping them feel part of the nursery. Staff interact with children in a warm and friendly manner and make sure that all children feel included. Children show independence as they manage their own personal hygiene needs and they know the routine to wash their hands before mealtimes to keep healthy. Hot meals are freshly cooked on the premises and snacks of fresh fruit contribute towards children having a healthy and nutritious diet. Staff liaise with parents over children's individual dietary needs and the information is shared with all staff so that the children eat the right food for their diet.

Staff understand their responsibilities to keep children safe. Effective security procedures followed by staff makes sure that any unauthorised persons cannot access the premises. Staff have put appropriate safety equipment in place to enable children to move around the premises freely and safely. The daily checks of the premises enable staff to identify and minimise risks to children. This helps to promote children's safety. If issues arise the manager takes appropriate action as required, such as liaising closely with the local authority to obtain alerts to any flooding in the surrounding areas. This means she is able to monitor the environment effectively and contributes towards keeping the children safe. Children know the daily routines and most children cooperate well during tidy up time, such as helping their friends carry boxes to put on the shelves. Staff work together to provide children with consistent messages. They have developed pictures and a time line to support children who struggle with the changes within the daily routines. However at times, the behaviour management strategies followed by staff are not effective in teaching children right from wrong. For example, despite staff talking with the children, some do not listen as they climb on the tables and continue to throw the sand which is upsetting for the other children. Staff talk to the children about the importance of sharing and taking turns with others in the play activities, such as during the painting activity. Children show they understand and wait their turn to use the tools to chop up an apple to do some printing. Staff supervise children closely as they use the tools to ensure their safety.

Overall, the play environment is organised appropriately to provide children with specific spaces for different play activities. Some low level units are provided as 'choosing shelves' to enable children to make some free choices about their play. However, some areas of the play and learning environment are not particularly inviting for children, such as the role play area. The resources are piled together meaning that children are unable to see what is available and in the outdoor area a playhouse is used as storage. This lack of organisation of some of the resources and activities restricts children's imaginative play

and learning experiences.

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

The manager and staff have a sound understanding of the requirements of the Early Years Foundation Stage. Staff read all the nursery policies and procedures and they follow these to promote children's well-being. They share these with parents to raise their awareness of the staff roles and responsibilities. This includes safeguarding and complaints policies. All staff are expected to attend safeguarding training so that they have a satisfactory understanding of safeguarding issues. The staff are aware of their responsibilities to provide a safe environment for children. They know to report any concerns about a child to the manager to support children's welfare. Clear recruitment and vetting procedures are in place to check staff suitably to work with children. All staff go through an induction process to make sure that they have a clear understanding of their roles and responsibilities.

The nursery has only been open for a short time, during which there have been some staff changes. The new group of staff are continuing to develop as a team. They communicate regularly during the session to share information and help them provide for the children's individual needs. The manager demonstrates a positive attitude to the ongoing development of the nursery provision. She organises staff meetings to discuss issues and help identify areas for improvement. These ongoing discussions help staff to evaluate the activities and reflect on what can be improved when they are offered in the future. The manager uses the meetings to help her monitor the educational provision and to identify staff training needs. For example, all staff have recently attended first aid training. The manager has identified the outdoor play space needs developing further to enable children to access a greater variety of play experiences. She has applied for funding from the local authority to help her increase the play equipment for the two-year-old children. Appropriate assessment arrangements are in place to monitor children's progress and the manager is currently implementing the two-year-old progress checks. The manager links closely with her local authority development worker for advice and guidance.

Parents receive appropriate information about the nursery through the parent's information leaflet, regular newsletters and the notices displayed. Staff have informal discussions with parents at handover times and also use diary sheets to share details about the children's day at nursery, food provided and nappy changes. This gives parents sufficient information about their child's day and well-being. If children are upset at handover times, the manager also contacts parents by telephone or will send a text during the day. This keeps parents suitably informed about how their child is settling and parents comment how 'they find this reassuring'. The manager and staff liaise with outside agencies to help them support any children with additional needs. This contributes towards children receiving the additional support they require to meet their individual needs.

The Childcare Register

The requirements for the compulsory 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	EY467978
Local authority	Bournemouth
Inspection number	943985
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	35
Name of provider	Emma Jane Bannister
Date of previous inspection	not applicable
Telephone number	01202950989

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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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