

Blythe Bridge Day Nursery

195 Uttoxeter Road, Blythe Bridge, STOKE-ON-TRENT, ST11 9HQ

Inspection date

Previous inspection date

31/07/2014

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 because staff plan and provide a wide range of activities and continuous provision, firmly based around the children's interests and next steps in learning. As a result, children make good progress in all areas of their learning and development.
- Comprehensive policies and procedures are in place, implemented effectively by staff and thoroughly monitored by management. This ensures that children are effectively safeguarded and their well-being is well promoted at all times.
- Management and staff work well as a team to continuously improve the quality of the provision. As a result, staff are enthusiastic and motivated, improving the children's experiences in the setting and ultimately, their progress.
- Partnerships with parents and other professionals are well-established. This ensures that each child's unique care and learning needs are well promoted by all those involved.

It is not yet outstanding because

- Opportunities to strengthen and increase the information provided to parents, to help them better support their child's learning at home, are not fully maximised.
- Some resources in the outside area are not always freely available for children to self-select, in order to further support all areas of their outdoor learning.

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 outside learning environment.
- The inspector conducted a joint observation of an adult-led activity with the manager.
- The inspector held meetings with the manager of the provision and spoke with staff and children throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers from information included in the setting's own parent survey.

Inspector

Sharon Lea

Full report

Information about the setting

Blythe Bridge Day Nursery Ltd was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in single storey premises in the Blythe Bridge area of Staffordshire and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above, including the manager who holds Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm, including a before and after school club. A holiday club is also offered throughout the school holidays. Children attend for a variety of sessions. There are currently 40 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 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:

- strengthen the existing good partnerships with parents through involving them further in how to support their child's learning at home, for example, through developing additional opportunities to share details of their child's next steps in learning and development
- enhance opportunities for children to self-select more resources outside, such as writing and drawing materials, to encourage a wider range of spontaneous experiences, which will further support their good progress.

Inspection judgements

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

Children make good progress in all areas of their learning and development. This is because they are regularly observed by staff during their play, to assess their skills and identify their current interests. This information is then used to plan a wide range of activities and opportunities, which support the children's identified next steps in learning. Planning is completed weekly and there is a good balance between self-chosen activities and activities led by adults. Children, therefore, have opportunities to develop their own ideas and interests through the resources and activities available. Staff involve parents in contributing information from home about their children's interests, incorporating these

within their planning. Teaching is good as staff are knowledgeable about the children's skills and how to develop their learning effectively. For example, in the outdoor mud kitchen, they make 'cakes' together, using mud and adding natural resources, such as leaves and grass. Staff extend this through enhancing their mathematical understanding of when the cake tray is half-full and full. Staff use every opportunity throughout the day as learning opportunities for the children. For example, at lunch time, children discuss the colour of the table, the cups and the vegetables they are eating. They count how many of their friends are sitting at the table with them and the number of spoons of vegetables that they serve themselves. This demonstrates that staff are responsive to children's interests and are fully aware of how to promote learning in meaningful contexts. The nursery also provides additional learning opportunities through the provision of music and sports sessions, delivered by external teachers. Consequently, children make good progress in their learning, which enables them to be well prepared for the next stage of their lives and in preparation for school.

Children make very good progress in their communication and language skills, enabling them to become confident communicators. Babies and children of all ages enjoy sharing picture books and stories with staff and engage happily with songs and action rhymes, copying the actions led by staff and requesting favourite songs. Language is modelled well by staff who speak clearly, listen to the children's responses and repeat words to support further language development. Older children are continually engaged in conversation by staff who listen to their responses and ask open-ended questions to further their thinking. For example, during a discussion about rain, staff ask 'what do we need to wear when it is raining?' This prompts the children to think about what might protect them from the rain, such as a hat or an umbrella. The nursery is a print rich environment where resources and displays are labelled with pictures and print. Toddlers and older children take part in phonics activities in order to be able to recognise and say letter sounds, assisting them to develop their early reading skills. Toddlers are highly confident and demonstrate their knowledge of the actions which accompany each letter during phonics activities. This demonstrates the quality of the teaching and the frequency of these opportunities, enabling children to repeat and consolidate their learning. Opportunities for early writing are developed from an early age through a wide range of sensory activities, such as, making marks in sand or paint. Activities such as these develop children's physical skills and their early understanding that the marks they make have meaning. Older children have a dedicated literacy area and are encouraged to write for a range of purposes. These opportunities support children's developing literacy skills well, in readiness for the next stage in their learning, such as school.

Partnerships between parents and staff are well-established and staff acknowledge the importance of developing positive relationships in order to promote consistency of support with regards to children's care, learning and development. Parents share detailed information about their child's likes and dislikes, skills and development on entry to the nursery. This enables the key person to meet the needs of the child from the outset and supports them in making a more accurate assessment of children's starting points. Parents are actively encouraged to review their child's learning journal at any time and to contribute observations about their child's learning at home. The required progress check for children between the ages of two and three years are in place, to complete with parents at the appropriate time. This ensures that children's needs are continually

assessed and planned for and that children who require additional support receive this at the earliest opportunity. A book and game lending library are in place, to support parents in enhancing their children's learning at home. However, there is scope to extend the existing good partnerships with parents further still, through developing the information sharing about their child's individual next steps in their learning and development. This will ensure that opportunities for children to make even greater progress are fully maximised.

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

Children are happy and settled in this welcoming nursery, where they develop positive relationships with one another and the staff. Parents comment favourably about the family atmosphere, say they immediately feel comfortable within the environment and are happy with their children's care. This is because the staff are caring and take time to get to know each child and their unique needs. A well-established key person system is in place, enabling children and their parents to develop a bond with a staff member who gets to know them well. Settling-in sessions, where parents slowly build up the time their child spends at the nursery, help to support children in a gradual introduction and transition from home. Parents comment that their children settle quickly and are happy to attend, which results in them being confident to leave their child in the care of the staff. Parents share information with staff about their child's care needs, interests and achievements on entry to the nursery. This enables staff to appropriately support the child's needs and provide for their interests from the outset. As a result, children have strong and secure emotional attachments with the staff. This enables them to confidently explore the environment, enjoy their time in the nursery and make good progress in all areas of their learning and development. Similarly, transitions between rooms within the nursery are equally well supported, in partnership with parents and the new key person. Staff provide regular opportunities for babies and children to play together, which acquaints them with the staff in different rooms, aiding their emotional well-being when they move to the next room within the nursery. Older children are fully prepared for their move into the school environment because nursery staff ensure that they are confident and fully prepared intellectually, socially and emotionally. Staff arrange for teachers from the schools that children will be attending, to visit them in the nursery. This transition is further supported through the sharing of information relevant to each child regarding their progress, individual personalities and needs. As a result, children make the move in to full time education more easily because of the positive steps taken to ease their transition.

Toddlers and older children develop their independence in self-help skills extremely well. This is because staff know the children's capabilities and recognise when they are ready to take responsibility, such as managing their own toileting and hygiene needs or putting on their own coats for outdoor play. At mealtimes, children help to serve their own food, to pour their drinks and clear away after themselves when they have finished eating. Children develop their skills in dressing and undressing through the provision of dressing-up clothes in the role play area, helping to prepare them with skills required during physical education sessions when they move on to school. An understanding of the importance of hygiene is fostered from an early age, through staff ensuring that children wash their hands after using the bathroom, before meals and after outdoor or messy play. It is evident that because children have daily opportunities to manage these skills for

themselves, they learn to complete these tasks competently, enhancing their sense of achievement. Children of all ages benefit from interesting and enabling environments indoors, which are organised to meet all areas of their learning. Toys and equipment are in good order and are freely accessible to all children, enabling them to make choices about what they would like to play with. Each of the three age ranges have well-organised facilities, enabling babies, toddlers and young children to move around freely and to experience different opportunities. Displays celebrate children's creativity, and the photographs in their learning journals show them engaged in activities, celebrating the skills they have used and the learning gained from these experiences. Positive behaviour is highly evident and children happily play together because staff are good role models who provide a calm and caring environment. Children are encouraged to follow basic rules, such as good listening, sharing with friends and using 'kind' hands. This results in children being polite and respectful, and confident to communicate their ideas with others. These personal skills in managing their emotions and developing positive relationships support children extremely well towards the next stage of their learning, such as school.

Children of all ages enjoy daily exercise, developing physical skills and confidence as they enthusiastically play in the indoor and outdoor areas. Staff supervise children well when using a range of resources, such as climbing frames and slides, and involve them in dance and music and movement sessions so that children learn to move their bodies in different ways. Children and staff also enjoy playing active games together, such as catching and throwing balls or playing football. These opportunities mean that children learn how to enjoy exercise, play games as part of a group or to wait patiently for their individual turn. Children learn how to take risks safely as staff encourage them to challenge themselves on the nursery's climbing frame or balancing equipment. In addition, frequent visits to local parks enable children to use other large equipment to test out their existing skills and to develop new ones. Good resources are available to promote children's physical development and coordination, however, other types of resources, such as writing and drawing materials, are not always freely accessible to them outside, to fully support and enhance other areas of their outdoor learning. Snacks and meals provided by the nursery are well balanced and nutritious and all dietary needs are very well catered for. Staff develop children's understanding of the importance of healthy diets, through topics and discussions during meals and snack times. Mealtimes are social occasions for babies and children, who are encouraged to feed themselves independently, as soon as they are able. Snacks are provided mid-morning and mid-afternoon, which means that children are well nourished, maintaining their energy levels throughout the day.

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

The management team have a good understanding of their roles and responsibilities in ensuring that the nursery meets the requirements of the Early Years Foundation Stage. A wide range of policies and procedures, risk assessments and safety measures are all in place, implemented by staff and monitored by management. These are reviewed frequently, or when it is identified that amendments or additions need to be made. Staff carry out daily risk assessments, indoors and outdoors, helping to ensure that the environment is free from hazards and that resources and equipment are safe for the age

range of children using these. Risk assessments are also in place for the regular local outings which the children are taken on, assuring their safety and well-being when away from the premises. Safety measures include an assessment of the suitability of large equipment at local parks, to ensure that this is both safe and age-appropriate for the children who will be using this. Staff fully understand the need for children to be closely supervised and within sight and/or sound at all times. In addition, staff also understand that supervision should be balanced, to enable children to have opportunities to test out their skills and to take safe risks, while staff are close by to intervene or support when required. Staff's knowledge of the safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns they may have about children or their colleagues. The written safeguarding policy contains detailed information of the procedures to follow should any concerns about a child be identified. Policies and procedures are shared with parents when first joining the setting and are available in the nursery at all times. Safe recruitment procedures are in place to ensure that new staff are suitably qualified and vetted. On appointment, a thorough induction process is carried out, supporting new staff to settle into the nursery and enabling them to fully understand their roles and responsibilities. These measures ensure that effective steps are taken to minimise risks and to keep children safe, healthy and secure.

Staff benefit from established appraisal and review processes, which are used to identify support, highlight training and meet their professional development needs. Management carry out observations of staff when they are engaged in play and planned activities with the children. This provides opportunities for staff to reflect upon their own practice and to gain constructive feedback on how to enhance their skills further. Staff receive mandatory training in safeguarding, first-aid and food hygiene and attend additional courses provided by the local authority, when these are available. The nursery benefits from a staff group who are well-qualified, experienced and work well together as a team. Evaluation of the setting's strengths and areas for development is ongoing and involves contributions from staff, parents and children. Parents are welcome to share feedback verbally and through parent questionnaires. The nursery has ongoing improvement plans and staff work well together to achieve identified developments. This demonstrates the aspirations of the staff team to continuously improve the quality of the provision. Systems are in place to monitor children's progress through discussions with staff during appraisal meetings. This means that management and staff are able to identify those who are making good progress and that any gaps in learning or the provision can be addressed swiftly. The management team are highly involved within the childcare rooms, engaging in play with the children, modelling good practice to the staff and ensuring that the environment and the planning systems in place are supporting the children to make the best possible progress in their learning and development.

Effective partnerships and positive relationships between parents and staff are well established. This ensures that each child's care and learning needs are well met throughout their time in the nursery. Parents report that they are very happy with the standard of care that their children receive. Daily written and verbal information is shared with parents. This keeps parents up-to-date with how their child's daily care needs have been met, new skills or interests that have been observed and the specific activities their child has enjoyed. This two-way sharing of information helps to keep everyone informed and up-to-date about the children's individual needs. Parents receive regular newsletters

and other information through notice boards and the nursery website. There is a thorough complaints procedure in place to enable any parental concerns to be expressed. This enables management to conduct appropriate investigations and to develop positive practices accordingly. Effective partnerships with external agencies and local schools are also well-established and contribute securely to meeting children's needs. A range of professionals are welcomed into the nursery, working with nursery staff to support children who have special educational needs. The nursery staff have developed positive links with local schools, inviting teachers to meet the children who will soon be moving on to school, to ensure that children's move to school is a positive one.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY478015
Local authority	Staffordshire
Inspection number	983774
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	100
Name of provider	Blythe Bridge Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01782 399324

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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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