

Newbridge Day Nursery

Maesbury Hall Mill, Newbridge, OSWESTRY, Shropshire, SY10 8BB

Inspection date

30/12/2014

Previous inspection date

21/07/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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

- Staff have a secure knowledge and understanding of how to effectively safeguard children. They are aware of the signs and symptoms of abuse and what to do if they have a concern about a child in their care.
- Children are happy and settled in this homely nursery. Staff provide a caring and nurturing environment and work closely with parents to enhance all aspects of children's emotional well-being.
- The indoor environment is well organised and provides children with adequate challenge and interest. This promotes their learning and development.

It is not yet good because

- The systems in place to monitor, observe and assess children's learning are not fully embedded. Some children's next steps in learning are not always clearly identified, which means activities are not always planned to reflect children's learning needs, so that they make good progress.
- Performance management and monitoring is not robust enough or carried out regularly enough to ensure that the quality of teaching is consistently good throughout the nursery.
- The outside environment is not as stimulating and interesting as the indoor environment. In particular, it does not always provide children who prefer to learn outdoors, with sufficient opportunities to further develop their early literacy skills.

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 play and learning activities and spoke to staff and children indoors and outside.
- The inspector held a meeting with the deputy manager and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents from discussions with them on the day and from written comments.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and the improvement plan.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to their key persons.

Inspector

Kerry Wallace

Full report

Information about the setting

Newbridge Day Nursery was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. It operates from a purpose built building in Newbridge, Oswestry and is privately owned. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above and one has an early years qualification at level 2. The nursery is open Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. Children attend for a variety of sessions. There are currently 101 children on roll, of these, 91 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 with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure all assessments are accurate, completed in a timely manner and monitored by management, so that children's next steps in learning are clearly identified and successfully targeted, to enable all children to make good progress.

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

- improve the existing systems of performance management, for example, by including regular peer observations for all staff so that the quality of teaching is improved and children make good progress in their development
- provide children with sufficient interest and challenge in the outdoor environment, for example, by displaying pictures with text and labels, so children begin to understand that print carries meaning to develop their early literacy skills.

Inspection judgements

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

The systems in place to observe and assess children's development require improvement. This is because they are not fully embedded and not all staff are taking into account children's individual needs. As a result, children are not always provided with challenging and purposeful experiences to help them to make good progress. In addition, planning does not include children's individual next steps and is not sharply focused. On some

occasions, the next steps set for young children are unrealistic and too generalised. They do not always relate to gaps in children's learning and can be generic to the whole group. This means that at times, some aspects of learning are less well planned for and staff do not always exploit opportunities to extend and support children's learning. Consequently, not all children are making good enough progress towards the early learning goals.

Children develop their early mathematical language as they discuss capacity while they empty and fill up containers with pasta. This means that children develop the basic skills and attributes to prepare them for their future learning, such as moving on to school. Younger children are encouraged to join in with their favourite action songs and begin to babble as staff sing to them. There are occasions where children's personal, social and emotional development and communication skills are promoted well. For example, during circle time pre-school children are encouraged to take turns speaking during registration time. They are given opportunities to recognise familiar words, such as the days of the week and discuss aspects of the weather. They begin to develop their early literacy skills as they sound out words and begin to recognise familiar words on labels and displays. However, learning opportunities are not given the same emphasis in the outdoor environment where, for example, there are limited examples of print displayed. This means that for children who prefer to learn in an outdoor environment, they do not have a wide range of opportunities to develop their early literacy skills. For example, although vegetables and herbs are grown in the garden, these are not labelled to develop children's curiosity and understanding that print carries meaning. This means that overall, the quality of teaching is variable and opportunities to encourage children to learn are sometimes missed.

Overall, parents are suitably involved in their children's learning because staff talk to them each day and discuss individual achievements. Children's progress files are regularly shared with them, which provide information on each child's progress. Parents are encouraged to contribute to this process by sharing information relating to their child's interest and achievements from home. The progress check for children between the ages of two and three years is completed and shared with parents. Individual educational plans are in place to support children with special educational needs and/or disabilities to ensure that gaps in their learning are targeted. Close links with outside agencies and regular discussions with parents, further supports children's development.

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

Children are happy and content in this homely nursery. Staff are kind and caring. They strive to develop secure attachments with children and discuss children's individual needs with parents so that they settle quickly. This attention to detail supports children's emotional well-being. Parents comment that staff are 'very friendly and approachable' and that they are 'happy that their child has settled'. They are aware of who their child's key person is and liaise with them regularly through daily conversations and sharing of children's records. Staff ensure that children are becoming emotionally ready for their next stage of learning as they arrange for younger children to spend time with older children. This allows children to become accustomed to new routines and spend time with different

peer groups and their future key person. Pre-school staff talk to children about routines and practices in schools so they begin to understand what it is like in school.

Staff supervise children closely and remind them to be careful when moving around outside. They discuss the icy weather and how this can make the floor slippery. This means that children are beginning to manage their own safety in the nursery to promote their own well-being. Staff manage children's behaviour through closely observing children and intervening when appropriate. They ensure that there are enough resources for children to all engage with, which minimises any conflicts amongst the children. As a result, children are well behaved and conduct themselves in a polite and courteous manner. Staff encourage children to access toys and resources independently and to become responsible for tidying toys away. The indoor environment is organised efficiently so that there are different learning zones with appropriate resources. It is bright and colourful and provides children with a good range of challenge and stimulation. However, the outdoor area is not as stimulating and interesting as the indoor environment. As a result, some children seem less interested in the outdoor learning environment and learning opportunities are not as plentiful. Staff ensure that children have daily access to physical exercise and fresh air as they participate in a variety of outdoor activities. Staff remind children to dress appropriately for the cold weather to ensure they are warm and comfortable.

The nursery cook provides children with a healthy, balanced diet. There is a four-week rolling menu, which is displayed in the corridor for parent's information. Other information on healthy eating is provided so that parents are kept well informed of new healthy initiatives. They are provided with copies of recipes to cook with their children at home. Children's health and physical well-being is promoted well by staff. They ensure that children have access to fresh drinking water so they are able to manage their thirst. Children learn about good hygiene practices and wash their hands before eating and after using the toilet. Staff working with the younger children are vigilant in wiping children's noses and disposing of tissues hygienically. Consequently, children's health and well-being is promoted well.

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

Staff have a sound knowledge and understanding of how to effectively safeguard children. They are aware of the signs and symptoms of abuse and of the action to take if they have a concern about a child's welfare. They obtain visitor identification to ensure they have an accurate record of all visitors. Staff understand what action to take if an allegation is made against a member of staff and know how to restrict the use of mobile telephones and cameras in the nursery. There are detailed written policies in place to underpin staffs knowledge and practice. Staff complete daily visual checks to ensure the nursery is safe and secure. Consequently, children's welfare and well-being are promoted well.

The nursery is run by the manager and her deputy. Staff are qualified and experienced in early years and have a sound knowledge and understanding of the learning and welfare requirements. Arrangements for performance management are in place as the manager

and her deputy discuss practice and performance with staff. However, the lack of regular peer observations means that the monitoring of staff practice is not sharply focused on improving the quality of teaching. In addition, the systems in place to monitor the quality and consistency of observations and assessments are not fully embedded. This means that children's next steps in learning are not always clearly identified and targeted with suitably planned activities. As a result, the quality of teaching is variable and means that children are not yet making good progress in their development.

There are satisfactory systems in place to evaluate the nursery provision. Parents and staff all contribute to the continuing development of the nursery by offering their views on how practice could be improved. This means that areas to improve practice are identified and any necessary changes made. For example, staff now provide more information about children's activities in their daily diaries so that parents are kept well informed about their child's day at nursery. Children's knowledge and understanding of the world and how they can use technology for different purposes has been improved. Young children have access to a wide range of programmable toys and pre-school children have a dedicated computer station with developmentally appropriate software to engage with. This demonstrates that staff are keen to continually improve the quality of learning experiences for children. Partnerships with parents, other providers and professionals are established so that children are provided with continuity in their learning. Staff are aware of the importance of liaising with other professionals to access additional support for children with special educational needs and/or disabilities. This means that all children are adequately supported in their learning so they make suitable progress.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY404537
Local authority	Shropshire
Inspection number	850575
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	101
Name of provider	June Irene Jones
Date of previous inspection	21/07/2010
Telephone number	01691679545

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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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