

Bridlington Children's Centre



Bridlington Children's Centre, Butts Close, Bridlington, YO16 7BS

Inspection date 28 January 2015
Previous inspection date Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff provide a wide range of learning experiences for children. As a result, children are motivated, eager to learn and make good progress in their development.
- Children form good relationships with the staff who care for them. Consequently, children have a strong sense of security and settle well.
- Children are developing confidence in their communication and language skills, through one-to-one interaction with staff and small group activities.
- Babies respond very positively to the calm and nurturing environment created by staff in their room and develop a keen interest in exploring and finding things out from a very young age.
- Children with special educational needs and/or disabilities are supported exceptionally well through very close partnership working with parents and outside agencies, and targeted activities.
- Staff are very confident in their understanding of child protection procedures and how to report any concerns to safeguard children.
- The nursery's leadership team shows a good commitment to driving improvement, in order to enhance the outcomes for children's care and learning.

It is not yet outstanding because:

- Staff do not always make the most of opportunities for children to develop their early writing skills outdoors.
- Staff do not always maximise opportunities for all parents to share what they know about their child's progress at home, to promote an even more effective shared approach to children's learning.

What the setting needs to do to improve further

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

- make the most of all opportunities in the outdoor area to develop children's early writing skills even further
- strengthen the already good partnerships with parents by providing even more opportunities for them to share what they know about their children's learning at home.

Inspection activities

- The inspector toured the premises and observed children and staff in the two playrooms and the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and chairperson of the governing body.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector took account of the views of parents spoken to on the day.
- The inspector undertook a joint observation with the manager.

Inspector

Diane Turner

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. Staff use their knowledge of how children develop to provide a wide range of learning opportunities. Children have free access to a good range of toys and resources, and initiate many activities themselves, which are skilfully supported by staff. For example, pre-school children's interest in exploring sand leads to them counting how many scoops they need to fill their containers. Children have good periods of time to play uninterrupted. As a result, babies and toddlers remain very engaged in looking at books and caring for dolls. Staff engage children of all ages in conversation and make very good use of props, such as puppets, to capture children's interest during focused language activities. Consequently, children develop good concentration and listening skills ready for starting school. Indoors, children have free access to resources that support their early writing skills. However, these opportunities are not always extended to the outdoor area, to reinforce and extend children's skills. Staff regularly observe and assess children's learning and plan for the next steps in their development. However, staff do not always encourage all parents to tell them what children have achieved at home, so they can plan even more precisely for children's future learning.

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

Staff provide a safe and welcoming environment for children that is well resourced throughout. Highly effective settling-in arrangements and consistent staffing arrangements help children to feel emotionally secure and to settle quickly. Staff are good role models as they play alongside children. They praise all children to build up their self-esteem and help younger ones to understand how to share and take turns. Staff encourage older children to help during tasks, such as tidying up. This helps children to behave safely and responsibly and develop positive attitudes to others, ready for their move to nursery or school. Children are provided with healthy food at snack time and have good opportunities to be active and engage in daily outdoor physical play. This contributes significantly to keeping children healthy.

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

Managers have a good understanding of their responsibilities and ensure that all staff work cohesively to support children's health, safety and well-being. Checks on the quality of planning and assessment of children's development are effective. Consequently, any gaps in children's learning are addressed quickly. Thorough arrangements for recruiting new staff are followed and effective arrangements help identify and support staff's future training needs. This constantly enhances the quality of teaching and children's learning. Self-evaluation accurately identifies what is working well and how the nursery can improve even further. Parents are kept well informed about all aspects of the service and their child's progress, which contributes to families building trusting relationships with staff. Very good partnerships with other early years providers help maintain robust continuity of

care and learning for children as they move between settings.

Setting details

| | |
|------------------------------------|-------------------------------|
| Unique reference number | EY343071 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 849338 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 40 |
| Number of children on roll | 106 |
| Name of provider | Bridlington Children's Centre |
| Date of previous inspection | Not applicable |
| Telephone number | 01262 409596 |

Bridlington Children's Centre was registered in 2006. It employs 16 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, six hold level 4, two hold level 6, one holds level 2 and one has Qualified Teacher Status. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

