

Iford Bridge Nursery & Pre-School



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

Inspection date

23 April 2015

Previous inspection date

29 May 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- There are some inconsistencies in the quality of staff's interactions with the children. Staff do not always plan activities based on their observations and assessments of children's development. This means some activities do not have clear learning intentions to help children progress to the next stage in their learning or consolidate the knowledge and skills they have gained.
- The nursery's self-evaluation does not take into account the views of all users to identify its strengths or key areas for improvement.
- Staff do not regularly gain information from parents about their children's achievements and staff do not always give parents regular information about their child's next steps to fully promote learning at home.

It has the following strengths

- The children are well cared for by caring staff and enjoy their time at the nursery.
- Children's behaviour is good and they respond well to any reminders of the 'golden rules'.
- The management team is working through a clear action plan to develop the nursery further and improve the outcomes for children.
- Safeguarding practice is rigorous. Staff are effective in ensuring that the environment is safe to promote children's safety and welfare.
- Staff provide children who have additional needs with a good level of support at the nursery.

What the setting needs to do to improve further

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

- raise the quality of teaching to a consistently good standard so that all children are offered interesting activities, based on observations and assessments of their learning, to promote what they need to learn next or consolidate their prior knowledge and skills so they make good progress
- improve partnership with parents so that information is shared with parents about their children's progress and encourage parents to share observations of their children's achievements at home to involve parents fully in their children's learning.

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

- strengthen self-evaluation by including the views of parents and children to help identify strengths and key priorities for improvement.

Inspection activities

- The inspector had discussions with children, staff and parents.
- The inspector observed the children undertaking a range of activities.
- The inspector sampled a range of documents linked to the children's development.
- The inspector sampled a range of documents used to support the nursery's practice.
- The inspector undertook a joint observation with the manager.

Inspector

Amanda Shedden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff observe and assess the children regularly. However, this information is not always used to inform planning to ensure that all the activities on offer are purposeful and consistently promote children's learning. There are inconsistencies in the quality of teaching as not all staff interact well to consistently challenge the children enough to develop or consolidate their learning. For example, when children built a train track, staff helped but did not interact well to promote children's learning. Nonetheless, children enjoy their time at the nursery engaging in a range of self-chosen activities. All children particularly like dressing up as Princesses using the role-play area as their castle. At times, the children are asked some useful questions which help to encourage children to think and contribute their experiences and knowledge, such as talking about what they are trying to achieve when making a collage.

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

Children feel comfortable and settle quickly due to the caring staff who know their care needs. This supports children in feeling emotionally secure and promotes their physical well-being. However, staff do not gather information from parents about children's achievements at home. Children learn about the importance of adopting healthy lifestyles. They use the garden throughout the day which has resources for most areas of learning. They enjoy collecting water from the water butt and adding it to the containers in the mud kitchen. However, not all staff use these times effectively to enhance children's learning and experiences further. Children are learning self-care skills, such as cutting up their food at snack time and pouring themselves drinks when they are thirsty. Overall, children gain appropriate skills in preparation for their next stage in learning.

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

The manager has a good understanding of her responsibilities to promote children's safety and welfare. She has an overview of the abilities of each child although does not fully incorporate these into the planning of activities. Although staff have supervision this is not effective in addressing the weaknesses in staff practice. Effective recruitment procedures are in place to help ensure that staff are suitable. Some progress has been made since the last inspection but this has not focused on raising the quality of teaching. The manager has created further development plans which she has identified will help move the nursery forward. However, the views of parents and children have not been sought to inform the plan further. Staff exchange daily information with parents; however, it is primarily about the children's care and not linked to how parents can extend their children's learning at home. Children with additional needs are well supported with worthwhile links to other agencies involved with the children to support their continuity of care and learning.

Setting details

Unique reference number	EY467978
Local authority	Bournemouth
Inspection number	978571
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	39
Name of provider	Emma Jane Bannister
Date of previous inspection	29 May 2014
Telephone number	01202950989

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. The nursery operates Monday to Friday, from 8am to 6pm, all year round except for a week at Christmas and on bank holidays. A team of six staff work with the children including the owner/manager. Five staff hold early years qualifications to level 3 and one staff member is currently working towards gaining an early years qualification.

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