

Newbridge Day Nursery

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



Inspection date

26 April 2016

Previous inspection date

20 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Effective and motivated leadership over the last year, involving good action planning, evaluation and critical analysis of the provision, has resulted in key improvements to the quality of care, safeguarding and teaching at the setting.
- Teaching is good. The well-qualified and experienced staff ably support children's good learning and development. Consequently, most children are on track to achieve a good level of development at the end of Reception.
- Leaders closely monitor the progress of individuals and groups of children. The gaps in learning between boys and girls are closing; and disadvantaged children are catching up with their peers over time.
- Staff plan transitions well to support children's seamless move within the nursery and on to school. Children are ready for school by the time they leave the setting.
- Parents express high levels of satisfaction with the care and attention their children receive at the nursery. They describe staff as being loving and affectionate in the care of their children.

It is not yet outstanding because:

- Boys do not make as much progress in their speaking and writing as girls do.
- At times, next steps in learning recorded in the children's learning journeys do not provide enough information to help parents to support fully their children's learning at home.

What the setting needs to do to improve further

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

- ensure that the targeted support for boys closes any remaining gaps in their learning in respect of speaking and writing
- improve the information about next steps in learning journeys to better inform parents of how they can support their child's progress at home.

Inspection activities

- The inspector reviewed the improvements that leaders have made since the last inspection and their plans for future improvement.
- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors. They carried out a joint observation with the manager.
- The inspector held meetings with the leaders, staff and designated individuals.
- The inspector looked at a range of documentation including children's learning journals and the adult's planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all staff working at the premises and the professional qualifications and training of leaders and staff. The inspector took account of the views of parents and those of children spoken to on the day.
- The inspector took account of the views of parents and those of children spoken to on the day.
- The inspector explored the safeguarding arrangements, the security of the premises and how effectively the leaders have identified and taken steps to minimise any potential risks.

Inspector

Deborah Jane Udakis, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

The arrangements to safeguard children are effective. Leaders and staff are confident in their safeguarding roles. They know how to make a referral, who to report their concerns to, and what neglect looks like. Leaders use team meetings and in-house training events well to improve staff's safeguarding practice. Performance management arrangements are robust. Leaders effectively monitor the ongoing suitability of staff. They support staff well through professional supervision and monitoring of their practice. Staff provide a safe and welcoming setting where children's welfare is their top priority. Parents say that staff keep them well informed about their child's care and learning. However, information about the next steps in the child's learning could be clearer for parents.

Quality of teaching, learning and assessment is good

Staff's observations and tracking of children's learning and development and progress is detailed and accurate. They effectively use their observations and knowledge of the children to plan a good range of interesting activities that excite the children's interests across all areas of learning. For instance, boys' speaking and writing is encouraged during hands on experiences such as the mud kitchen where they make marks and explore the texture of the mud. Children have good opportunities to express their imaginations and ideas at circle time and during art and craft activities. Daily outdoor play supports children's good physical development. Staff support babies' good development through the use of interactive treasure baskets and a wide range of sensory play provision.

Personal development, behaviour and welfare are good

Staff support children well to build their positive self-esteem and confidence. They sensitively attend to the children's emotional needs and develop close relationships with the children and their parents. Children behave well. For instance, in pre-school, when getting ready to go outside, they helped each other to put their coats on. Children develop a good understanding of good hygiene. For instance, when a child in the Toddler room blew his nose he found the sanitiser gel, and asked an adult to help him apply the gel to his hands. All children, including babies and those with special educational needs and disabilities, receive individual support from staff who focus effectively on ensuring every child has their needs well met. Children attend when they should and they arrive each day eager to learn with their friends.

Outcomes for children are good

Two-year-old children are becoming increasingly physically confident and able. They ride on two-wheeled motorcycles with confidence. They swerve around objects and use their feet to come to a sudden stop. Pre-school children understand sequencing and number as they learn the days of the week and the months of the year. For instance, when asked what date is it today, a child said 'it is 26; it was 25 (yesterday) and today is 26'. They use a number grid to count out the number of days in the month, up to 26 and are able to count beyond this. Many children make typical progress and increasingly more make good progress from their starting points. Most have skills and abilities typical for their age and are on track to achieve a good level of development at the end of the foundation stage.

Setting details

Unique reference number	EY404537
Local authority	Shropshire
Inspection number	1032513
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	70
Number of children on roll	97
Name of provider	June Irene Jones
Date of previous inspection	20 August 2015
Telephone number	01691 670206

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. The nursery employs 15 members of childcare staff. Of these, one has an appropriate qualification at level 5; two are qualified to level 4; nine have a relevant childcare qualification at level 3 and one has a level 2 qualification. A further two members of staff are unqualified. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round. There are currently 97 children on roll.

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