

Blythe Bridge Day Nursery Ltd



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

Inspection date

7 September 2016

Previous inspection date

31 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The experienced leadership team has high expectations and supports the staff well to raise their qualification and skills. Consequently, teaching is consistently good and children enjoy their time at the nursery.
- Staff provide a rich range of resources which is easily accessible so children can use, move and combine it in a variety of ways.
- Staff place a clear focus on supporting the children's emotional well-being throughout their time at the nursery. There are strong systems in place to help children settle quickly when they first start and when they transfer to another room.
- The assigned key-person system is used effectively to build a close relationship with children and their parents. Staff warmly welcome parents and make the time to share details about the children's care and progress daily.
- Staff use robust risk assessments to help minimise any hazards in the environment so that children can move safely and freely, both indoors and outdoors.

It is not yet outstanding because:

- Systems to monitor practice and manage staff performance are not highly effective enough to raise the quality of teaching and care to an exceptional level.
- Staff do not always use the information gained from children's assessments precisely enough to plan meticulously for children's learning, so that every child undertakes highly challenging activities.

What the setting needs to do to improve further

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

- develop highly effective monitoring and staff performance management systems to help maintain the already good quality teaching and raise it to an even higher level
- use the information gained from children's assessments more precisely to plan meticulously for children's learning so that every child makes the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and held a meeting with the owner, manager and deputy.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation paperwork and evidence of the suitability of staff working in the nursery.
- The inspector looked at written feedback provided by parents and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

The owner, manager and deputy work extremely well together and the self-evaluation process is used accurately to identify areas for improvement. They regularly work alongside the staff and apprentices to help coach them and ensure the quality of teaching is consistently good. They offer good support, regular staff supervision and targeted training to help raise staff skills. The arrangements for safeguarding are effective. There are robust vetting systems in place and all new staff receive a thorough induction so they are clear about their responsibilities. All staff are suitably trained in child protection issues and safeguarding children is given good priority.

Quality of teaching, learning and assessment is good

Staff clearly understand that the environment plays a key role in supporting children's learning. As a result, they arrange flexible indoor and outdoor spaces where children can freely explore, build on their ideas and be creative. For example, children in the pre-school room are intrigued as they consider the movement of water as they play with the guttering and pipes. Staff are good play partners and use these play opportunities well to introduce new learning, ideas and vocabulary. Staff across the nursery provide a wide range of materials, resources and sensory experiences to enable children to explore texture and colour. Staff use an unusual and interesting range of materials and resources that captures the children's curiosity during mathematical and literacy activities.

Personal development, behaviour and welfare are good

Staff adopt a nurturing approach and those caring for babies are attentive and respond quickly to their individual care needs. For example, staff know how to soothe the babies when they sleep or are upset, according to their parents' wishes. Staff give children good attention and children, including babies, confidently explore their environment and are happy. Staff use a positive approach to behaviour management and give children clear explanations of why their behaviour is not acceptable. As a result, children respond easily to staff's instructions, know how to keep safe and behaviour is good. Children increase their self-help skills during mealtimes and begin to learn which food is healthy. They learn exercise is good for their bodies and to identify changes in their body during exercise. Good hygiene practices are adopted to prevent the spread of infection. Children learn to respect each other and any differences within the group and the wider community.

Outcomes for children are good

All children, including two-year-olds receiving additional funding, make good progress from their starting points in all areas of learning. Children who have special educational needs or disability catch up quickly due to the strong partnership working with parents and other professionals involved. Many of the older children excel in their personal, social and emotional development, physical development, and communication and language skills. They show a keen interest in the natural world, persevere during activities and enjoy learning. They are creative and active learners and acquire the key skills required in preparation for school.

Setting details

Unique reference number	EY478015
Local authority	Staffordshire
Inspection number	1072126
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	50
Number of children on roll	70
Name of registered person	Blythe Bridge Day Nursery Ltd
Registered person unique reference number	RP907219
Date of previous inspection	31 July 2014
Telephone number	01782 399324

Blythe Bridge Day Nursery Ltd was registered in 2014. It is situated in the Blythe Bridge area of Staffordshire and is privately owned and managed. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm, including a before- and after-school club. A holiday club is also offered throughout the school holidays. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 16 members of staff, including apprentices. Of these, two hold an appropriate early years qualification at level 6, seven hold a qualification at level 3, and one holds a qualification at level 2.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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 2016

