

The Bridge Day Nursery

692 Manchester Road, Bury, Lancashire, BL9 9TQ



Inspection date

8 March 2017

Previous inspection date

16 November 2015

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

- Care practices are effective in promoting the physical and emotional well-being of babies and children. Risk is well managed and a good quality, stimulating environment is provided for all age groups of children.
- Partnerships with parents effectively promote continuity for children's good progress and well-being. Information sharing with parents is a strength. Parents are supported to provide a wealth of information about what children have done away from the nursery. Staff make good use of this to help plan for children's further learning.
- The nursery owner and managers form strong partnerships with local agencies and other professionals, promoting continuity for children's learning and welfare. Children quickly receive any additional support needed to extend their progress, and staff make effective use of advice from other professionals.
- Additional funding is accurately targeted to meet the needs of children who receive it and they make good progress from their attainment on entry to the nursery. Managers and staff monitor all children's progress closely to help identify where interventions can be made to build further on this.
- Reflection on the quality of provision is detailed and effective. Owners and managers seek the views of parents, staff and children in the successful drive for continuous improvement. Parents praise the staff and managers for being helpful.

It is not yet outstanding because:

- Activities led by staff for children over the age of three years are not structured to help maintain children's concentration to the best possible extent.
- Managers do not make meticulous use of information about children's progress to identify the further professional development needs of staff and best support the drive towards excellence.

What the setting needs to do to improve further

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

- enhance the precision with which adult-led activities for children aged three years and over are structured and help to maximise children's concentration
- extend the way that information about the progress of groups of children and individuals is used to help identify the further professional development needs of staff, in order to increase the potential for outstanding outcomes for children.

Inspection activities

- The inspector viewed the premises used by the setting.
- The inspector observed the quality of staff practice during activities and assessed the impact this has on children's play and progress.
- The inspector completed two observations of staff practice with the manager.
- The inspector looked at relevant documentation related to the provision for children's welfare, progress and activities, along with evidence of checks on the suitability of those working on the premises.
- The inspector and manager discussed how continuous improvement is promoted in the nursery. The inspector spoke to staff and children as appropriate.
- The inspector spoke to one parent to gain their views about the nursery and looked at relevant documents that detailed the views of parents.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers monitor children's attendance closely and quickly check the reasons for any absences. Staff have a comprehensive knowledge of procedures to report any concerns they may have about children's welfare. Checks on their knowledge of safeguarding are effective and enable managers to implement any coaching needed to maintain high standards for promoting children's welfare. Procedures for recruiting and inducting new staff are robust, including the checks made on their suitability. New staff do not work unsupervised with children until managers are satisfied that they have a good knowledge of children and their needs.

Quality of teaching, learning and assessment is good

Staff quickly identify how all children can improve their communication and language skills, and children who speak English as an additional language make good progress from their starting points. Staff are skilled at developing opportunities for children to think critically and develop their speaking skills. For example, children enjoy discussing who has patterns, such as stripes, on their clothing. Staff frequently incorporate thinking about numbers into their talk with children, using their interests to help reinforce learning. Children develop their social communication skills using a wide variety of role play scenarios based on their interests. Staff make good use of these to help children learn about the world around them. Children enjoy making marks and developing their manipulative skills using a broad range of resources, gaining the skills needed to learn to write.

Personal development, behaviour and welfare are good

High standards of cleanliness are maintained throughout the nursery, promoting children's good health and safety. Children are always supervised when using bathrooms, helping to ensure they learn effective hygiene routines, while minimising the risk of accidents. Temperatures of rooms are closely monitored to make sure these are suitable. Staff provide many opportunities for children to develop independence. Children find their name cards and serve themselves some foods at mealtimes. Resources are highly accessible and children enjoy learning the basis of democracy by voting to choose some of the day's activities. Staff provide effective teaching to help children learn to observe rules and boundaries, including for taking turns with equipment. Children enjoy receiving small rewards and recognition for their successes and efforts, developing their self-esteem. Managers recognise the importance of reflecting the diversity of children attending through practice. Children take part in a wide variety of activities to learn respect for other communities, such as about the festivals they celebrate.

Outcomes for children are good

Children make good progress towards gaining the skills and attributes needed to be ready for school. They are confident and motivated to explore and learn. Children quickly learn to manage their feelings and behaviour, using good manners. They share resources and take turns. Children develop independence, as well as an awareness of how to stay healthy and manage their hygiene needs.

Setting details

Unique reference number	316751
Local authority	Bury
Inspection number	1086070
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 - 4
Total number of places	48
Number of children on roll	52
Name of registered person	Underworth Ltd
Registered person unique reference number	RP519544
Date of previous inspection	16 November 2015
Telephone number	0161 767 9429

The Bridge Day Nursery registered in 2003. The nursery operates on weekdays from 7.45am to 6pm, excluding bank holidays and two weeks at Christmas. The nursery employs seven childcare staff, of whom one has early years teacher status and six hold relevant qualifications at level 3. It provides funded early education for two-, three- and four-year-old children.

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