

# Walmer Bridge Day Nursery

74 Liverpool Old Road, Walmer Bridge, Preston, Lancashire, PR4 5GE



## Inspection date

1 June 2017

## Previous inspection date

6 January 2014

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

## Summary of key findings for parents

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

- The manager does not use information gathered from assessments of children's learning effectively to monitor children's development. This does not ensure that all children receive effective support to make good progress in their learning.
- The manager has not fully implemented regular, effective and robust systems for the supervision of staff to build on their teaching skills to consistently good levels.
- The manager and staff do not form effective partnerships with all other settings that children attend. This does not fully provide continuity of children's learning.
- Staff in the baby room do not fully support babies' early thinking and speaking skills effectively.

### It has the following strengths

- Children behave well. They follow instructions and requests from staff, learn to take turns, share toys and cooperate with others during their play.
- Children form warm and close relationships with staff. They settle well and show that they feel safe and secure. For example, babies enjoy cuddles with staff and older children draw staff into discussions about what they have made during the day.
- Parents comment that they are happy with the service provided. They describe how they are made to feel like part of the nursery family and staff are incredibly friendly.
- The manager reflects well on the views of staff, parents and children, and makes changes that benefit children.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ use information gathered from assessments of children's learning more effectively to monitor the progress of individual and different groups of children, in order to act more swiftly on the identification of gaps in children's learning and where they may need additional help	01/06/2017
■ provide regular and robust supervision and support for staff to improve the overall quality of practice.	01/06/2017

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

- develop partnerships with all other settings children attend to consistently share information about children's learning
- improve teaching skills and further develop babies' thinking and speaking skills to a higher level.

## Inspection activities

- The inspector took a tour of the nursery with the manager, including the outdoor environment.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery manager. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

## Inspector

Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have a suitable understanding of the signs that would cause them concern about a child's welfare and the procedures to follow. The manager ensures that staff have opportunities to improve their knowledge and skills, such as accessing regular training. However, the manager's supervision of staff practice is not effective. Staff do not have regular opportunities to discuss children's learning with the manager. Gaps in children's learning are not acted on effectively. The manager monitors children's progress but procedures are not stringent enough to enable children to receive swift and targeted support when needed. The manager and staff do not consistently share information about children's development with all other providers. This does not enable them to gain a precise picture of children's development and to support all children to make good progress in their learning.

### Quality of teaching, learning and assessment requires improvement

Staff in the pre-school room help children to develop their mathematical skills. For example, they use information gained from recent training to help children to learn about shape and size. Older children use language, such as long, short, thin and fat to describe what they create during a craft activity. They use their imaginations well and create other items, such as a handbag, following their individual interests. However, staff in the baby room do not fully support babies to develop good thinking and speaking skills. For example, they do not always give babies time to think and form a response to questions asked. Furthermore, they do not always promote babies to use the correct pronunciation of some words.

### Personal development, behaviour and welfare are good

Staff organise the nursery environment well. There is a wide range of interesting toys and resources that children access independently. Children have many opportunities to play outside. They enjoy using their good physical skills, such as running and chasing balls. Staff promote children's healthy lifestyles well. Children know to wash their hands before eating and after toileting. They enjoy making their own fruit salad for lunch and staff encourage them to complete small tasks. For instance, children help to set tables and pour drinks and enjoy the sense of responsibility.

### Outcomes for children require improvement

Children are happy and confident individuals and show a positive attitude to learning. Babies count bubbles floating in the air. They laugh enthusiastically as they chase them. Younger children practise their writing skills and label their work. However, not all children make good enough progress from when they first start their placement. Nevertheless, children develop some of the skills required for future learning and school.

## Setting details

<b>Unique reference number</b>	EY102250
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1087858
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	59
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Jayne Parkinson
<b>Registered person unique reference number</b>	RP523934
<b>Date of previous inspection</b>	6 January 2014
<b>Telephone number</b>	01772 611 222

Walmer Bridge Day Nursery registered in 2001 and is located in Preston, Lancashire. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. There are two members of staff, including the manager, with early years professional status or qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Staff support children who speak English as an additional language.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

