

# Turnbridge Day Nursery

Snaith Road, East Cowick, GOOLE, North Humberside, DN14 9BY



## Inspection date

Previous inspection date

11 July 2017

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Staff regularly observe children and use this information to plan interesting activities, overall, which engage and motivate them. The management team establishes effective partnerships with other professionals to support children's ongoing learning and development. This is especially beneficial in supporting children who have special educational needs and/or disabilities to make good progress.
- Effective and flexible settling-in procedures allow staff to meet the needs of all children. Children develop secure emotional attachments to the staff. These close bonds contribute to their confidence and self-esteem.
- Staff teach children about good health and hygiene in fun ways, and children enjoy practising brushing their teeth. The nursery cook provides nutritious, home-cooked meals and drinks.

### It is not yet outstanding because:

- Occasionally, staff do not make precise use of assessments to plan as effectively as possible for the next steps in children's learning.
- Following recent changes to the management team the systems to monitor the quality of teaching and evaluate staff practice have not had chance to fully embed.
- The management team does not fully compare and analyse information about the progress made by all groups of children to enable them to swiftly reduce any differences in their achievement.

## What the setting needs to do to improve further

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

- support all staff to make precise use of assessments in order to plan even more opportunities to support children's individual next steps more fully
- continue to embed the procedures for evaluating the impact of staff practice and mentoring so that teaching is consistently of a high quality
- compare the progress made by different groups of children and use the information gained from this to ensure that every child receives the focused support they need to achieve their full potential.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She talked to staff and children throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery managers. She looked at a selection of documentation, including children's records and evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Rachael Barrett

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are knowledgeable about the procedures to follow if they are concerned about a child in their care. They work closely with agencies and other professionals, and effective systems for communication are in place. The provider prioritises children's safety. For example, all staff are qualified in paediatric first aid. Staff are deployed successfully to ensure all children are supervised and kept safe. Robust recruitment and induction procedures are implemented and help to ensure that staff are carefully checked and vetted. Parents are very happy with the service provided for their children. They speak positively of the staff and value the information they receive about their child's progress and development. Overall, the self-evaluation system enables the provider and manager to make continuous improvements and raise outcomes. They respect the child's voice when making improvements to the nursery.

### Quality of teaching, learning and assessment is good

Staff regularly share their observations and assessments about children's progress with parents and this contributes towards ensuring all children are progressing as expected. Staff use a range of teaching skills to help children make good progress from their starting points. Staff support children's literacy skills well. For example, children listen intently and join in storytelling during group times. Children pretend to be pirates as they listen to pirate stories and then draw pirate maps. They take pride in sharing the maps with their friends. Staff working with babies intuitively support their early language and physical skills. Staff learn key words in children's home language to support those who speak English as an additional language.

### Personal development, behaviour and welfare are good

Children are very happy and secure, and explore the well-organised resources and environment with confidence. Behaviour is very good. Children understand what appropriate behaviour is and show kindness to their peers. They have developed 'buzzy bee' rules which promote good behaviour, respect and tolerance across all the varying age ranges in the nursery. Children are helped to learn about the wider world effectively. For instance, they take part in different cultural festivals. Children play with resources which help to positively teach them about similarities and differences.

### Outcomes for children are good

Children are confident, independent and very sociable. Babies enjoy finding their voices, pulling themselves up and exploring their interactive, engaging environment. Toddlers routinely count, sound out letters and explore different sounds in group activities. Older children enjoy craft activities and have access to a good range of technology. Additional funding has been used successfully by appointing additional skilled staff to enhance outcomes for children. All children are acquiring skills and positive attitudes to support their future education.

## Setting details

<b>Unique reference number</b>	EY487591
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	1013801
<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 - 26
<b>Total number of places</b>	140
<b>Number of children on roll</b>	147
<b>Name of registered person</b>	Turnbridge Day Nursery Limited
<b>Registered person unique reference number</b>	RP904866
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01405 839887

Turnbridge Day Nursery re-registered in 2015. The nursery employs 28 members of staff, 27 of whom hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, all year round, with the exception of bank holidays and a week at Christmas. Sessions are from 7.15am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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