

Bridge End House Nursery Ltd

Bridge End, Brighouse, West Yorkshire, HD6 3DH



Inspection date 11 August 2017
Previous inspection date 3 March 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 manager communicates high expectations to staff and parents. Well-qualified staff are warm, friendly and professional. Effective induction and supervision ensures staff continue to be suitable to work with children.
- Staff foster all children's language skills well. They skilfully match the level of their communication to each individual child and provide the right level of support to further extend children's vocabulary and understanding.
- Children's behaviour is very good. Staff have clear expectations of children and deal with any rare unwanted behaviour with the utmost sensitivity and kindness. They effectively establish clear boundaries that all children respond to positively.
- Parents feel that their children are safe and secure. They are confident in the skills of staff to provide good quality learning experiences. Parents report that they are pleased with their children's development.
- Children form strong relationships with staff. They manage children's move through nursery and on to school sensitively. Partnership with schools and other professionals are well established. Staff support children's emotional well-being effectively.

It is not yet outstanding because:

- The manager does not consistently use the monitoring of children's achievements and evaluation of staff's practice to precisely focus professional development, to raise the quality of teaching even further.
- Staff do not always collect detailed information from parents about what their children already know and can do to inform their initial assessments when children first start.

What the setting needs to do to improve further

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

- focus professional development more precisely to raise the quality of teaching even further
- obtain further information from parents about what their children already know and can do when they first start at nursery to support planning from the outset.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed how well this supports children's learning.
- The inspector had a tour of the nursery.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector completed two joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery and discussed the nursery's self-evaluation.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff carry out thorough risk assessments to ensure the nursery is well maintained, safe and secure. A fingerprint entry system ensures that only parents and staff have access. Staff know their responsibilities to safeguard children and have recently updated their knowledge of current legislation. They are confident to refer any concerns they may have about a child's welfare. The manager and her team reflect well on their practice to identify areas for improvement, and successfully work together to improve the nursery. Regular one-to-one support ensures staff understand their role and responsibilities. Staff regularly monitor children's achievements to identify any gaps in their learning successfully. They use their knowledge of child development to provide activities and experiences that ensure children quickly catch up. Staff use additional funding effectively and work successfully with parents and other professionals to ensure good outcomes for children.

Quality of teaching, learning and assessment is good

Staff accurately assess children's level of development and regularly share their achievements with parents. Older children excitedly search for insects in the garden. Staff extend their learning effectively, encouraging them to look at the insects closely and identify them using magnifying glasses. Staff challenge and support young children well in recognising and finding numbers. They skilfully extend their understanding of the difference between numbers, as children concentrate very well and try very hard to write the numerals. The quality of the teaching for babies is particularly sensitive. Staff swiftly capture babies' interest as they move from exploring the dough. They responsively offer resources to support their new interest of filling and emptying containers. Staff successfully encourage babies' persistence in their self-directed task.

Personal development, behaviour and welfare are good

Staff know children very well and are responsive to their needs. Children demonstrate high levels of confidence as they explore the wide range of activities that staff provide. Staff meet children's physical and care needs well. For example, they use daily diaries to communicate with parents to share care routines of babies. Staff promote healthy lifestyles well. Children benefit from fresh, locally sourced food that meet their individual dietary and health requirements effectively. Older children independently serve themselves from the dishes provided at lunchtime. Younger and older children are developing their understanding of hygienic self-care routines. All children have daily access to fresh air in the carefully planned garden and on trips into the community.

Outcomes for children are good

Young children use good small muscle skills to manipulate dough and demonstrate their developing imagination as they put the dough in the pretend oven. Older children confidently recognise the letters in their own and other children's names. Babies listen attentively to staff and begin to act out familiar tasks. All children develop a positive approach to their learning and make good progress. They are developing the skills they need for their next stage in learning, including school.

Setting details

Unique reference number	EY367827
Local authority	Calderdale
Inspection number	1088042
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 - 5
Total number of places	69
Number of children on roll	101
Name of registered person	Bridge End House Nursery Ltd
Registered person unique reference number	RP906679
Date of previous inspection	3 March 2014
Telephone number	01484 719179

Bridge End House Nursery Ltd registered in 2008. The nursery employs 22 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 and above, including one member of staff who holds early years 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.

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