

Bradley Green Nursery

Old School House, Spon Lane, Atherstone, CV9 3DN



Inspection date

6 June 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Leadership and management are not strong enough in providing staff with the guidance, coaching and training they need so that they have a good understanding of how to fully promote all children's skills and interests.
- Staff do not use observation and assessment effectively enough to plan and provide activities that inspire and challenge each child to reach the next stage in their learning.
- Teaching practice is variable. Staff do not ignite children's natural curiosity and support all children in exploring, developing their own ideas and finding things out for themselves.
- Staff do not fully support children's learning about similarities and differences between themselves and others, for example, with regard to families, cultures, traditions and beliefs beyond their own experience.

It has the following strengths

- Staff are clear on their responsibilities to protect children from harm and neglect.
- Children are happy and settled. A gradual settling-in procedure helps them to feel emotionally secure. A change of room and key person is planned well as children progress through the nursery.
- Children are physically active in the outdoor play area every day. They gain confidence and practise skills as they climb and ride on physical play equipment that challenges them effectively.

What the setting needs to do to improve further

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

	Due Date
■ make sure that supervision of staff is successful in providing guidance, coaching and training to ensure consistently good teaching and planning that continually promote each child's learning	31/07/2018
■ use information gained from precise assessments of children's learning to consistently provide challenging activities in order to help all children make best progress	31/07/2018
■ provide opportunities for all children to follow their interests, explore and investigate, develop their own ideas and find things out for themselves in accordance with their different stages of development.	31/07/2018

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

- improve practice for supporting children's learning about similarities and differences between themselves and others, for example, with regard to families, cultures, traditions and beliefs beyond their own experience.

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 completed joint observations with the manager, and discussed teaching methods with her.
- The inspector held meetings with the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector took account of parents' views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager plans some time for monitoring staff practice in order to identify strengths and areas for improvement. However, supervision of staff is not strong enough to ensure that teaching and promoting the next steps in children's learning are consistently good. Arrangements for safeguarding are effective. Staff are aware of potential risks and minimise these appropriately. They ensure that the premises are secure. Procedures for staff recruitment, selection, induction and suitability meet requirements. Staff are aware of the signs of child abuse and their responsibilities to prevent children from being drawn into situations that put them at risk. They know the internal and the local referral procedures to follow if they are concerned about a child. Parents share positive views about the provision. They say that staff are friendly and communication is good.

Quality of teaching, learning and assessment requires improvement

Staff do not consistently use what they know about each child to provide activities that support their future learning. Some activities that are led by staff are uninspiring and do not support children in independently investigating different textures and materials. Teaching is sometimes too rigid, for example, with the outcome of a planned creative activity taking precedence over children 'having a go' and finding things out for themselves. Nonetheless, children enjoy their time at the nursery. Some staff promote colour recognition and shapes while playing with children, although staff generally do not make the most of opportunities to support counting and comparing quantities. Children enjoy playing with musical instruments. Staff encourage pre-school children to copy a rhythm and make comparisons between sounds.

Personal development, behaviour and welfare require improvement

Staff provide a welcoming environment, but some available activities do not keep children interested and are not inspiring. Relationships between staff and children are positive and children separate from their parents happily. Children learn to share and take turns and they are aware of simple behaviour rules. Staff promote children's good health effectively. Meals are varied and nutritious and snacks are healthy. Children learn to manage their self-care needs independently. Some resources reflect a positive image of diversity, but staff do not fully consider ways of developing children's understanding of diversity beyond their immediate family experience.

Outcomes for children require improvement

Children gain sufficient skills to prepare them for school. However, not all children make the best possible progress as teaching is not consistently good. Very young children are beginning to engage in role play, for example, they pretend to eat play food. Older children involve their friends in pretend play that is based on their experiences, such as visiting the doctor. Children practise their handling skills in different ways and older children's pencil control is good. Older children are learning to identify words that rhyme and understand the link between letters and sounds.

Setting details

Unique reference number	EY501100
Local authority	Warwickshire
Inspection number	1055481
Type of provision	Sessional 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	52
Number of children on roll	72
Name of registered person	Bradley Green Nursery Limited
Registered person unique reference number	RP911005
Date of previous inspection	Not applicable
Telephone number	01827 718878

Bradley Green Nursery was established in 1997 and re-registered in 2016. The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one is qualified in early years at level 5, six are qualified at level 3 and three hold early years qualifications at level 2. 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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