

Bridge End House Nursery Ltd

Bridge End, Brighouse, West Yorkshire HD6 3DH



Inspection date	12 September 2018
Previous inspection date	11 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The key person system is effective and staff have a good knowledge of their key children's capabilities. Transitions are managed well and ensure children settle quickly across the nursery and are well prepared for school.
- Leaders have worked hard to drive improvement. They have a good awareness of their key strengths and what they want to develop in order to continuously improve practice.
- Children are confident and effective learners. They make good progress, given their starting points and benefit from a well-planned programme of learning and targeted support.
- Staff are proactive, making links with other professionals to seek support for children with identified needs. They work well together to ensure the children and their families get the required support.
- Staff help children to learn to stay healthy and safe. Clear procedures and ongoing training for all staff helps to ensure that good standards of hygiene and safety are maintained across the nursery.

It is not yet outstanding because:

- Opportunities to share information about how parents can continue to contribute and support their child's learning at home are not as well developed.
- The nursery's programme for professional development does not always identify differences in the quality of practice across the nursery, for example in the infant unit.

What the setting needs to do to improve further

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

- strengthen partnership working with all parents to engage them more in their children's ongoing development and continued learning at home
- extend the programme of professional development so that it is highly focused on raising the quality of staff interactions with children, particularly in the infant unit and to better promote children's independence.

Inspection activities

- The inspectors observed children taking part in a range of activities both indoors and outdoors.
- The inspectors observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspectors spoke with members of staff and the children at appropriate times during the inspection and held a meeting with the manager and registered owner of the provision.
- An inspector carried out a joint observation with the acting manager.
- The inspectors took account of the views of parents, carers and children spoken to on the day of inspection.
- The inspectors looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspectors

Annette Stanger

Tara Street

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Regular safeguarding audits, coupled with recent attendance on safeguarding training, has helped staff understand their duties. Clear tracking systems allow for the monitoring of children's progress and the effective implementation of targeted support. Strong partnership working ensures interventions are timely. Consequently, any gaps that might occur in children's learning and development are minimised. There is a good focus on staff training, the benefits of which can be seen in the setting. Self-evaluation is effective and used to drive improvement. Leaders have a clear idea of where practice is at and of their vision for the future.

Quality of teaching, learning and assessment is good

Teaching is strong and overall, there is a good balance between adult-led and child-initiated opportunities. Staff carefully plan a wide range of activities that interest and inspire children and value their ideas. For instance, babies eagerly use their senses to explore a treasure box filled with textured fabrics, building blocks and wooden bangles. Toddlers enjoy mixing sand and water together with sticks. Staff extend this activity well by encouraging children to use the mixture to cement their building blocks together like the builders on the construction site. Older children enjoy using paints to create art work, proudly announcing "You can have one and I will have one". Communication and language skills are supported well. For example, children confidently count and name the colours of blocks and eagerly find another of the same colour. Good opportunities exist for children to build on their mathematical knowledge, such as when they enthusiastically sing number rhymes.

Personal development, behaviour and welfare are good

Children are confident and have a good awareness of behavioural expectations. They learn to manage risk, make safe choices and have a good awareness of their own needs and the needs of others. Staff create a warm and nurturing environment, positively supporting children's social and emotional well-being. They gather useful information from parents about their child's development when they start. This helps staff to understand children's individual needs. Staff effectively promote healthy lifestyles. Snacks and meals are healthy and nutritious and children enjoy daily exercise. They eagerly explore the balance beam and suspended walkway, race cars and use spades to fill buckets with bark chippings.

Outcomes for children are good

Children arrive keen, enthusiastic and eager to learn. They are motivated because staff carefully plan experiences and activities that are meaningful for the children and capture their interest. All children make good progress in relation to their individual starting points. Where these are below those of other children of their age, they show improvement over time and the gap is closing. Children are confident and ready to move on to the next room as they progress through the nursery. All children make choices about their play and learning and are developing confidence to express themselves and share their views. Older children are sociable, inquisitive and eager to try out new things. Children learn good skills to prepare them well for their next stage in learning.

Setting details

Unique reference number	EY367827
Local authority	Calderdale
Inspection number	10078374
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 11
Total number of places	115
Number of children on roll	204
Name of registered person	Bridge End House Nursery Ltd
Registered person unique reference number	RP906679
Date of previous inspection	11 August 2017
Telephone number	01484 719179

Bridge End House Nursery Ltd registered in 2008. The nursery employs 21 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or 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.

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