

Walmer Bridge Day Nursery

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



Inspection date

21 September 2018

Previous inspection date

25 April 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The nursery has clear procedures in place to prevent unauthorised people entering the premises. However, these procedures have not been consistently implemented by staff. This breach could have compromised children's safety.
- At times, staff in the nursery and pre-school rooms do not fully support children's developing language skills. For example, they sometimes miss opportunities to provide children with alternative language to identify and describe objects.

It has the following strengths

- Managers have worked hard to devise systems to evaluate the impact of teaching on children's learning. The information gathered is used to guide staff during supervisions to improve their practice. This is having a positive impact on outcomes for children.
- Staff in the baby room recognise the importance of modelling language to non-verbal children. As a result, babies' communication and early language skills are developing well.
- Staff know their key children well and are able to recognise any possible gaps in children's development in a timely manner. The nursery works effectively with external agencies to meet the needs of children with special educational needs and/or disabilities. For example, staff contribute to children's personal educational plans to ensure that all children continue to make good progress in their development.
- Managers frequently collect the views of parents, staff and other agencies to accurately prioritise areas for improvement. For example, the outdoor area has been enhanced with the introduction of vegetables and herbs. This helps children learn more about the wider world and how things grow.

What the setting needs to do to improve further

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

	Due date
ensure that staff fully understand and implement the nursery's procedures with particular regard to preventing unauthorised persons gaining access to the building.	22/10/2018

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

- strengthen the teaching of communication and language in the nursery and preschool rooms.

Inspection activities

- The inspector toured the nursery and observed children during play.
- The inspector carried out a joint observation of teaching practice with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with staff and managers about safeguarding, their key children and planning of learning activities.
- The inspector reviewed a wide range of documentation, including the nursery policies, staff files and records of children's progress.

Inspector

Joanne Wildman

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Since the previous inspection, all staff including the manager have undertaken further child protection training. Consequently, they are able to identify risk factors in a child's life and take appropriate action to safeguard children when required. Partnerships with parents is strong. Parents say they are kept up to date with their children's progress and report positive relationships with staff and managers. The nursery has a number of policies and procedures to ensure the safety of children. However, the camera and electronic door release system is not consistently effective in preventing unauthorised individuals gaining access to the nursery. At inspection, the inspector was able to enter the nursery for a very short period of time, without staff knowledge. That said, the inspector was quickly identified and on this occasion there was no significant impact on children. In addition, managers took immediate action to reduce the risk of a re-occurrence.

Quality of teaching, learning and assessment is good

The well qualified staff make frequent observations of children's progress and accurate assessments of their development. These are used effectively to plan meaningful next steps in children's learning. Children's interest in literacy is encouraged as staff bring books to life with enthusiasm. For example, pre-school children are taken on a 'bear hunt' around the room exploring different materials and textures linked with a story they have been reading. Staff in the baby room skilfully use their knowledge of children's interests to promote development in all areas of learning. For example, singing rhymes and narrating actions during play which promotes early language skills. However, in the nursery and preschool rooms, staff do not always respond to opportunities to widen children's vocabulary. Despite this, children continue to make good progress in all areas of development.

Personal development, behaviour and welfare require improvement

Staff provide consistent rules and boundaries. As a result children's behaviour is good and they are happy to attend. Staff gather detailed information about children's routines, likes and dislikes before they start at the nursery. For example, at snack and meal times, staff ensure that nutritious meals are provided to all children including those with specific dietary needs. Procedures to promote children's safety have not been consistently implemented. However, managers have taken action to improve these procedures and ensured that the risk of unauthorised entry to the premises has been reduced.

Outcomes for children are good

Transitions between rooms are managed well. Nursery children frequently mix with their older peers in the preschool room. This helps to familiarise them with the change of staff and different routines. This supports their emotional wellbeing and confidence when moving through the nursery. Pre-school children's physical and independence skill are developing well. They demonstrate increasing dexterity as they put on their own coats and shoes to prepare for outdoor play. All children are making good progress from their starting points and are developing the skills they require for the next stage in their learning.

Setting details

Unique reference number	EY102250
Local authority	Lancashire
Inspection number	10067593
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 - 10
Total number of places	59
Number of children on roll	74
Name of registered person	Jayne Parkinson and Kenneth Ernest Parkinson Partnership
Registered person unique reference number	RP523934
Date of previous inspection	25 April 2018
Telephone number	01772 611 222

Walmer Bridge Day Nursery registered in 2001. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above. This includes the manager and two members of staff who hold 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.

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