

# Bradley Green Nursery

Old School House, Spon Lane, Atherstone CV9 3DN



<b>Inspection date</b>	10 January 2019
Previous inspection date	6 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

### This provision is good

- Managers and staff have made good progress since the last inspection. All actions raised have been addressed well. Effective systems for supervision of staff and monitoring of performance are in place. This enables staff to clearly identify their own professional development needs to help build and strengthen their knowledge and skills in all aspects of their work.
- Staff use clear and concise information gathered from parents at the start of their child's placement, to successfully meet children's learning and development and care needs. Staff plan effectively for each child and provide challenging and exciting activities that support children to make best progress.
- Children are highly motivated, inquisitive and enjoy exploring the environment both inside and outdoors. Older children confidently share their ideas and take time to solve problems that arise during play. Younger children explore and try new things, such as exploring instruments and the sounds they make.
- Parents are very happy with the service they and their children receive. Partnerships are good. Parents share their child's learning with staff and regular communication ensures all parties are fully aware of the progress children make.
- Self-evaluation successfully identifies the nursery's strengths and areas for improvement. Staff actively seek the views of parents and children. They use this information to make positive changes in the nursery and raise outcomes for children.
- Children play in a safe and secure environment. Staff are vigilant about the safety and well-being of the children. They assess potential hazards within the nursery and take effective steps to minimise these.
- At times, staff do not allow children time to think about questions they have been asked and respond to them.
- Younger children are not always consistently supported in developing skills as they use tools, particularly when using cutlery at lunchtime.

## What the setting needs to do to improve further

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

- give children time to think about any questions they have been asked and allow time for them to respond
- support children consistently to use equipment effectively; with specific regard to using appropriate cutlery at mealtimes.

### 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 nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Tracey Boland

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff's knowledge of safeguarding is good. They understand the signs that may indicate a child is at risk from harm and the procedures to follow to ensure children remain safe. Recruitment procedures and the ongoing monitoring of staff's performance are secure. The manager effectively supports staff to build their confidence and identify key areas of their own development. Staff use professional development opportunities successfully to enhance their knowledge and practice. For example, they review the quality of teaching and learning, and the planning of activities, to ensure children gain the most from them. Parents particularly appreciate that staff support their child's learning well and are kind and caring.

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

Staff and children build close attachments and children clearly enjoy being in the nursery. Staff gather information from parents about their child and incorporate children's individual needs into the day. They plan to continually challenge children and support their learning through exciting activities. Children learn to use technology. For example, they take photographs of themselves pulling different faces that reflect emotions and giggle loudly at the results. Younger children are confident of their abilities. They scoop flour and salt into bowls and add water to make their own dough. Staff encourage them to think about how they can make the dough less sticky and ways of getting it off their fingers. Children add colours and manipulate and knead the dough. They share their achievements with staff and their peers.

### Personal development, behaviour and welfare are good

Children show through their behaviour that they feel confident, safe and secure. They happily enter nursery and staff greet them warmly. Staff successfully support children's health and well-being. Children enjoy a nutritious range of foods at lunchtime which are freshly prepared each day, and fresh fruit at snack time. They understand and follow clear hygiene routines. For example, they understand the importance of washing their hands at appropriate times throughout the day. Staff work with parents to help children achieve developmental milestones, such as toilet training. Children recharge their energy levels and rest and sleep as they need to. They relish being physically active and have lots of fresh air and exercise each day. Children use different small tools, such as magnifying glasses and jars, to find and capture insects in the garden. They spend time exploring the creatures they find and talking about what they look like, how many legs they have and the colour and size of their bodies.

### Outcomes for children are good

Children make good progress from their individual starting points in learning. Older children confidently recognise the letters that form their names and register their attendance at nursery each day. They express their own ideas and thoughts well and understand the importance of listening to what others have to say. Younger children explore how materials, such as oats, feel as they run through their fingers and smell different toppings they are using when making their own pizzas. Children develop the key skills they need for their future development and the move on to school.

## Setting details

<b>Unique reference number</b>	EY501100
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10076623
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Bradley Green Nursery Limited
<b>Registered person unique reference number</b>	RP911005
<b>Date of previous inspection</b>	6 June 2018
<b>Telephone number</b>	01827 718878

Bradley Green Nursery was established in 1997 and re-registered in 2016. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications from level 3 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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