

Iford Bridge Nursery & Pre-School

10a Old Bridge Road, Iford, BOURNEMOUTH BH6 5RG



Inspection date	9 May 2019
Previous inspection date	8 March 2016

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

This provision is good

- The manager is very well organised, which helps her to run the setting efficiently. She works hard to provide children with a welcoming, safe and interesting place to play and learn.
- Children arrive happy and keen to spend time with their friends. Staff show a genuine interest in children's discussion and play. This helps to create a warm and relaxed environment. Children are eager to participate and display good behaviour and social skills.
- Children make choices about where they play and how they use resources. Staff plan a wide range of interesting activities and new experiences to engage children's curiosity and build on their interests, to ensure positive outcomes.
- Staff work well with parents to help them understand how to further support children's learning at home. They have many ways to share information about their children's learning and development. Parents speak highly of the setting.
- Highly effective arrangements help to secure early intervention for children, when required. Strong partnerships with schools, external agencies and services helps staff to understand and meet children's individual needs.
- On occasions, staff do not challenge children to think and they ask too many questions that require a simple answer.
- The manager does not evaluate the impact of staff practice rigorously enough to raise the level even higher.

What the setting needs to do to improve further

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

- enhance questioning skills and provide even better opportunities for children to think, respond and share their own ideas
- evaluate the impact of staff practice with more rigour to enhance the quality of teaching to an even higher level.

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

Inspector

Rachel Cornish

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that staff have a secure understanding of the action to take should they have any concerns about children's protection. There are effective procedures in place to closely monitor access into the nursery. For example, staff keep external doors locked and they individually welcome parents and visitors. The manager obtains the views of children, parents and staff to help identify how the nursery can continuously improve. For instance, she has introduced changes to the way staff plan for children's learning to ensure that they make good progress. The manager provides staff with regular professional development opportunities. For example, staff have undertaken communication and language training, and use their knowledge well to support the development of children's speech.

Quality of teaching, learning and assessment is good

Staff complete precise observations of children's development and track children's progress well. They identify and swiftly address any learning gaps for individual children. Staff talk to children about how to plant seeds and tend to them. They listen to children and follow their lead. For example, during the planting activity, older children found a snail and staff redirected play well to allow children to learn about minibeasts. Staff consistently read to children, chat and count with them. This supports children's communication and early mathematical skills. The staff play alongside the children, at their level and encourage them to explore. They use their understanding of children's individual personalities and capabilities to provide activities to suit children's learning and development. For example, younger children concentrate for long periods as they investigate different locks and bolts, developing their small-muscle skills.

Personal development, behaviour and welfare are good

Staff are attentive and kind. They sensitively help children understand how to behave. Children are polite, well mannered, listen to staff and share. Staff find out about children's needs, likes and interests before they start. This helps children to settle well and form positive relationships. Staff welcome parents to share their family's celebrations with the other children, to help them learn about different cultures. Children have plenty of opportunities to be active outdoors. For example, older children enjoy developing their emerging physical skills, such as balancing and riding bicycles. Younger children independently explore resources that interest them, such as one-handed tools to encourage muscle development and finger control. Children benefit from healthy and freshly cooked meals that meet their individual dietary needs.

Outcomes for children are good

Children are curious learners and are keen to take part in activities. They learn a good range of skills that prepare them well for their next stage in learning and school. Older children imitate real-life situations when playing in the role-play areas. For instance, they become 'doctors' and apply bandages to make people feel better. Younger children listen attentively to stories and join in with familiar songs and nursery rhymes. All children, including those who speak English as an additional language, make good progress from their starting points.

Setting details

Unique reference number	EY467978
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10075552
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	46
Name of registered person	Bannister, Emma Jane
Registered person unique reference number	RP902976
Date of previous inspection	8 March 2016
Telephone number	01202950989

Iford Bridge Nursery & Pre-School registered in 2013 and is located in Bournemouth. The nursery operates Monday to Friday, from 8am to 6pm, 50 weeks of the year. A team of five staff work with the children, including the owner/manager. Of these, one has an early years qualification at level 7, two at level 4 and two have a level 3 qualification. The nursery receives funding to provide free early years education for children aged two, three and four years.

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