

# Bridge House Day Nursery

1 Bridge House, Skipton Road, Steeton, KEIGHLEY, West Yorkshire BD20 6NR



<b>Inspection date</b>	29 May 2019
Previous inspection date	29 January 2016

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

- Staff know children's individual personalities well. They understand what children are interested in and use this to plan stimulating activities. Staff make accurate assessments of children's progress and plan what they need to learn next.
- Partnerships with parents are good. Staff keep parents informed about what their children are learning. They share ideas and suggestions about how parents can further support children's learning at home. Parents praise the hardworking, dedicated, kind and caring staff.
- Leaders and managers carefully analyse children's progress to identify if there are any gaps in the education they provide. Plans are quickly put in place so that children catch up.
- All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress.
- Leaders and managers have good working partnerships with other early years professionals and outside agencies.
- On occasions, the quality of teaching is not of the highest standard throughout the setting in order to maintain children's engagement and interest.
- At times, group activities are not structured in a way that fully supports children's concentration, listening and attention skills.
- The organisation of some routines, such as mealtimes, mean that children are waiting for extended periods of time. This impacts on children's behaviour and they become distracted.

## What the setting needs to do to improve further

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

- focus on promoting highly skilled teaching practice throughout the setting to increase children's engagement and interest further
- review the organisation of some routines and activities to maximise children's concentration and listening and attention skills
- revise mealtime arrangements to reduce opportunities for children to become distracted.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with leaders and managers. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to the children at appropriate times during the inspection.

**Inspector**  
Clare Cotton

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders, managers and staff clearly understand their role in protecting children from harm. They are aware of the signs which might indicate abuse or neglect and know who to contact should they have any concerns. Recruitment procedures are robust and help to ensure that staff are suitable to work with children. This helps to safeguard children. Self-evaluation is effective. Leaders and managers reflect on the care and education provided and seek the views of parents, children and staff. They are ambitious and have clear and precise priorities for development to help to drive forward improvements. For example, they plan to enhance the outdoor area to include a large construction area to further support boys' learning.

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

Staff carefully observe children during play and assess their learning and development. They identify children's next stages in their learning and plan a range of stimulating activities to help children to progress. For example, children enjoy using natural resources, such as grass, leaves, sticks and flowers, to make collage pictures outdoors. Children take turns and share resources well; they enjoy each other's company and are developing friendships. Staff are positive in their interactions with children and support their communication and language development using a range of strategies. Staff provide a narrative during play, model language and introduce new words as they play alongside babies. Older children chat happily to staff about their interests and experiences, such as recent holidays they have been on.

### Personal development, behaviour and welfare are good

Staff know the children very well and meet their individual needs. They provide a welcoming environment which is highly praised by parents and enables children to settle in quickly. The key-person system is effective and helps children to form secure attachments with staff. Children are self-assured and confident. They are developing their independence and learning to manage their own risks. For instance, older children serve themselves lunch and carry it back to their table safely. Children learn about being healthy and enjoy a range of healthy meals and snacks. They have frequent opportunities to take part in activities to promote their physical development. Children enjoy their time outdoors and energetically run around as they play chasing games. Children are well behaved, overall. They show respect for staff and each other and follow the rules and boundaries in place.

### Outcomes for children are good

Children make good progress in their learning and development. Children's early literacy skills are supported well. Babies enjoy making marks in the sand and older children practise writing their name with the support of staff. Children's mathematical skills are enhanced throughout the provision. They explore concepts, such as counting, measuring and capacity as they make their own play dough. Children develop the skills needed for their future learning and are well prepared for their move on to school.

## Setting details

<b>Unique reference number</b>	EY366228
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10074046
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Bridge House Day Nursery Ltd
<b>Registered person unique reference number</b>	RP527520
<b>Date of previous inspection</b>	29 January 2016
<b>Telephone number</b>	01535 657 800

Bridge House Day Nursery registered in 2007. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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