

# Penny Bridge Nursery

Penny Bridge, ULVERSTON, Cumbria LA12 7RQ



<b>Inspection date</b>	11 July 2019
Previous inspection date	25 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The nursery is led by an inspiring and passionate manager. The whole management team is incredibly knowledgeable, highly skilled and qualified. Together they draw upon their experience and expertise to provide superb support and guidance for the staff team and to promote the highest levels of progress for all children.
- The manager is driven and shows a clear vision for the nursery. She is highly systematic in her approach to self-evaluation, which is fully informed and incisive, targeting improvement plans exceptionally well.
- The learning environment is wonderfully stimulating, particularly outdoors. Staff create vibrant and innovative areas rich in exciting and engaging resources, such as the mud kitchen, science lab and minibeast hut. Children are entirely absorbed in their play and show extremely high levels of motivation to learn and take part.
- Children thrive in this greatly nurturing environment where their emotional and physical well-being is at the heart of all practice. Staff are calm, patient and reassuring, firmly establishing positive and secure key-person relationships with children.
- All staff teach with careful consideration, being especially mindful of children's existing and developing skills and how they are playing in the moment. They join in sensitively with children's play ideas, using their excellent knowledge and skills to provide specific support and challenge children, continuously showing high expectations.
- Staff tackle various difficult issues affecting the children exceptionally well. For example, staff use books that explore these issues very sensitively, helping children to relate and gain a better understanding. Children have been enjoying reading 'Katie and the Floods', about a little girl and her family impacted by the local area flooding.
- Children experience an entirely seamless transition to school. Truly exceptional partnership working with the school on-site creates a cohesive approach to supporting children in every element of their school readiness. This partnership extends to working together to analyse progress children make within Reception, to identify ways to continuously lay strong foundations for children while in their pre-school years.

## What the setting needs to do to improve further

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

- continue to maintain the excellent quality of teaching through planned performance management, and monitor the impact this has on children's outcomes.

### Inspection activities

- The inspector observed the quality of teaching and the impact this had on children's learning, during play inside and outside.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the nursery providers and manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

#### Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. All staff are trained in safeguarding and have a comprehensive understanding of their individual responsibilities in protecting children from harm. Staff work exceptionally well together. They are fully aware of their roles and responsibilities and deploy themselves highly effectively throughout the session, in all areas of the free-flow environment. The manager shows a strong commitment to staff professional development and ensures staff access regular and targeted training. Staff complete evaluations following all training, greatly supporting them to reflect on how they plan to implement their new skills and knowledge and the impact on children. Staff then share key points of learning, to help the whole team grow and develop. The manager has identified ways to enhance staff's teaching even further.

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

Staff know children extremely well and make highly effective use of this information to plan for their individual needs and interests. Staff seize opportunities for learning during child-led play and create opportunities to promote children's critical thinking. For example, when children decide they would like to race their cars, staff encourage them to think about what they could use as a ramp, using excellent facial expressions to aid children's thought processes. They go off in search of something to use then return to the sandpit to test out what they have found. Staff are immensely skilled at promoting children's communication skills. They use an excellent balance of careful questioning with an impactful narrative to promote children's confidence in their speaking skills. Parents are highly valued as their children's first educators. They complete initial assessments and are widely supported to continue learning at home. Parents are extremely complimentary about the setting, staff and the progress their children make.

### Personal development, behaviour and welfare are outstanding

Behaviour within the nursery is exemplary. Children are heard gently reminding their younger peers of the nursery rules and merrily chant 'sharing is caring' as they pass around the resources during activities. Children's health and physical development are promoted exceptionally well. Staff use health-related topics to challenge children's understanding of how they keep themselves safe and healthy. Children are great risk assessors, taking part in various activities during forest school sessions, including building camp fires and learning important safety rules.

### Outcomes for children are outstanding

Staff have had enormous success in engaging children in mathematics, following precise monitoring of children's learning. Staff's careful planning, effective resourcing and implementation of a 'mathematics champion' to oversee the enhancements, has helped to narrow any gaps in children's learning. Children are superb active learners, working together to collect water for the water wall and working out how to create a flow. Older children use excellent physical and literacy skills as they adeptly write the letters of their name and know the sounds the letters represent.

## Setting details

<b>Unique reference number</b>	EY437173
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10109826
<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>	2 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Penny Bridge Nursery Limited
<b>Registered person unique reference number</b>	RP531120
<b>Date of previous inspection</b>	25 April 2013
<b>Telephone number</b>	01229861777

Penny Bridge Nursery registered in 1993. The setting provides out-of-school care, nursery sessions and a holiday club. It operates from Monday to Friday from 7.45am until 6pm, for 50 weeks of the year. The nursery employs six members of childcare staff. All but one hold appropriate early years qualifications at a minimum of level 3. The nursery provides funded early education for two-, three- and four-year-old children.

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