

Bridge Farm Day Nursery

Building C2, Bridge Farm, Martlesham, Woodbridge, Suffolk IP12 4RB



Inspection date	30 August 2019
Previous inspection date	9 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Communication between parents and practitioners is effective. Parents appreciate the care and time taken by practitioners to provide written feedback about their child's day and what they have been learning. They state this is 'invaluable in keeping them informed' when grandparents or other relatives collect their child from nursery.
- Settling-in procedures are flexible and based on the needs of the individual child. They allow time for the key person to develop a close and trusting professional relationship with parents, especially for those parents leaving their child for the first time. As a result, both children and parents are happy, relaxed and settled when they start.
- Practitioners plan an exciting range of sensory activities for children where they can explore the differences in textures, mass and quantity. Children are encouraged to 'sit in' large trays of different mixtures, enabling them to use their whole body to explore how this feels. Children show delight as the mixture oozes between their fingers and toes.
- Practitioners find out from parents what their child knows and can already do when they first start. They use this and the information gained from their observations to plan effectively for children's learning.
- On occasion, creative activities are too adult-led and focus on the end product rather than the individual learning that is taking place. Practitioners tend to show children what they should achieve rather than letting them take the lead and demonstrate what they can do.
- Practitioners are responsive and ask children meaningful questions to develop their communication. However, some planned activities do not fully challenge children or enable them to think more deeply.

What the setting needs to do to improve further

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

- extend opportunities for children to express and represent their artistic thoughts and ideas to further enhance their creativity and imagination
- develop the opportunities for children to enjoy increased levels of challenge to extend their thinking.

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 spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the nursery, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and looked at written accounts of their feedback.

Inspector

Amy Quinton

Inspection findings

Effectiveness of leadership and management is good

The management team thoroughly evaluates the service it provides. Parental feedback is used well to reflect on how it can improve. As a result, additional outdoor space and resources have been developed, which has had a positive impact on children's enjoyment and the opportunities for their learning. Clear action plans are in place to raise standards of practice and develop new ideas. Practitioners are involved in this process, researching ideas and activities to contribute. Parents are kept well informed of any changes to staff in the nursery. Information boards with photographs of new practitioners and their names are displayed in the entrance, helping them to feel welcome and valued as part of the team. Safeguarding is effective. Practitioners understand the importance of policies and procedures to refer to when they have a concern about the welfare of a child. Recruitment and induction procedures are robust to ensure practitioners are suitable to look after children.

Quality of teaching, learning and assessment is good

Children in each room enjoy access to the outdoor area. This allows them to make independent choices about their learning and where they want to play and explore. The new outdoor space has been created and children enjoy a range of interesting activities. They develop their physical skills, using ride-on vehicles to negotiate the play road markings, signs and traffic lights. Young children relish in exploring the sounds their developing voices can make. They use cardboard tubes to sing and talk through, and they laugh heartily in response to practitioners when they copy the sounds back to them. Children in the pre-school room re-enact their experiences of going on a plane for their holidays in the role-play area. Children in other rooms also enjoy talking about their holidays. They explore items on display, such as sand, buckets and spades.

Personal development, behaviour and welfare are good

Practitioners celebrate children's achievements with parents. Parents add to the 'wow board' display of any significant moments in their child's development, such as when a child takes their first steps. Practitioners are vigilant in ensuring that children are kept safe and secure. They carry out checks of all areas and ensure all children return after using the outdoor space. Practitioners are alert to signs when a child is feeling unwell and may need specialist treatment in line with their individual care plans. They are trained to administer medication. Practitioners talk to children, explaining what the medicine is for to reassure them. Children form trusting, caring attachments to their key person. Practitioners are warm and responsive to children's needs. They soothe and cuddle children in need of comfort, for example, when they first wake up from a nap or if they fall over and hurt themselves.

Outcomes for children are good

Children make good progress. They acquire the skills needed in preparation for the next stage in their learning or eventual move on to school. Children are developing good communication skills. They have formed firm friendships with one another and they understand about sharing and taking turns.

Setting details

Unique reference number	EY368697
Local authority	Suffolk
Inspection number	10113170
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	0 - 4
Total number of places	132
Number of children on roll	132
Name of registered person	Detapak Ltd
Registered person unique reference number	RP525160
Date of previous inspection	9 September 2015
Telephone number	01394 388062

Bridge Farm Day Nursery registered in 2008. The nursery employs 30 members of childcare staff. Of these, 27 hold appropriate early years qualifications at level 2 or above, including the provider who holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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