

Inspection of Bridges Childcare

Old School, Wormbridge, Herefordshire HR2 9DH

Inspection date:

20 November 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are highly motivated to learn and extremely happy and settled in this welcoming and friendly nursery. Staff work hard from the outset to build exceptional relationships with children and parents. They continue to develop these strong bonds with children during the time they spend at the nursery. For example, key staff move to the next room as children progress through the setting. This helps children to feel emotionally secure and supports them exceptionally well to adapt to the change. Children's behaviour is exemplary. They form firm friendships with others, demonstrating kind and considerate attitudes. Children wait patiently while their friends wash their hands before joining in with a bread-making activity. They welcome them to the group, handing them an apron they have saved for them. Children of all ages readily engage in conversations. Babies confidently babble and sing familiar songs. Older children engage well with visitors and routinely invite staff to join in with their play. Children confidently explore the well-resourced environment, both indoors and outside. Staff have high expectations of children's learning. They regularly review and revise the targets set for individual children. This helps to ensure that all children make excellent progress in all areas of learning.

What does the early years setting do well and what does it need to do better?

- The provider, who is also the manager, leads her committed and enthusiastic team exceptionally well. She provides dedicated and targeted support for all staff. Staff express how supported they feel in their roles. They explain how the manager gives a high priority to their welfare, ensuring their workload is well managed. Staff are supported to attend further training. The manager gives them ongoing support and encouragement to gain new skills. This has a positive impact on the quality of teaching.
- Staff expertly weave children's interests into the plans for their future learning. This helps children to remain focused and engaged in their learning. For example, quieter children are encouraged to become involved with discussions when they talk about farm machinery as this is a particular interest to them. Children's vocabulary is extending. They spontaneously use excellent descriptive words, with enthusiasm, such as 'gigantic' when talking about diggers and dumper trucks.
- Staff encourage children to talk about their feelings and emotions. Children listen intently to the story of 'The Little Red Hen' and talk about how the hen was feeling when the other animals did nothing to help her. Children tell each other that they would feel sad if their friends did not help them. This helps them to understand the impact that their behaviour and choices have on others.
- Children's literacy skills are developing extremely well. Pre-school and toddler children readily join in with telling the story. They use their imaginations as they

pretend to sprinkle 'imagination dust' onto their heads before starting to tell the story. Babies can independently access books. They frequently fetch books from the shelf and take these to adults, indicating that they would like the story to be read to them.

- Children excel in their mathematical development. Staff skilfully introduce children to a wealth of mathematical concepts. For example, children learn to measure the water they need for bread making. Children comment that the 325 millilitres of water needed is 'a very big number'. Children count the number of tables and chairs needed for snack time, compared to the number of children.
- Staff provide excellent opportunities for children to develop their physical skills. Children join in with exercise sessions, completing a daily run outside before settling down to planned activities. They expertly use tools, such as knives and melon ballers to prepare their fruit for their snack. Children confidently explain to others the safety rules when using such tools, explaining that they must never touch the blade and always keep their fingers out of the way.
- Partnership working with parents is excellent. Staff share daily information with parents via the online communication system and through discussions and conversations. Parents express their utmost satisfaction with the nursery. They describe how settled and happy their children are. Parents say the staff are 'fantastic' and go 'above and beyond'.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have an excellent understanding of child protection issues. They are familiar with the procedure to take prompt and efficient action should they have any concerns about children's welfare. Staff are confident with the whistleblowing policy and procedures for reporting allegations. They supervise children well and ensure a safe environment is maintained for the children. Staff have a very good understanding of the signs that may indicate a child may be at risk of harm, including of radical and extreme views.

Setting details

Unique reference number	EY259780
Local authority	Herefordshire
Inspection number	10116426
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 11
Total number of places	50
Number of children on roll	70
Name of registered person	Bridges Childcare Limited
Registered person unique reference number	RP904968
Telephone number	01981 570271
Date of previous inspection	30 October 2015

Information about this early years setting

Bridges Childcare registered in 2003. The nursery employs 15 members of childcare staff; 11 of whom hold appropriate early years qualifications at levels 2, 3 or 4. The manager holds early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Tompkin

Inspection activities

- The inspector had a tour of the premises with the manager and discussed the plans to promote children's learning. 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 discussions throughout the inspection with the manager, staff and children.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took into consideration the views of parents, by engaging in discussions with a number of parents.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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