

Inspection of The Bridge Day Nursery

692 Manchester Road, Bury, Lancashire BL9 9TQ

Inspection date: 4 August 2021

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Leaders and staff do not have high enough expectations for the children. Children frequently become bored with the activities which have been planned. For example, children are provided with magazines to cut with scissors. However, when children show more interest in playing outside this is ignored. Children display unacceptable behaviour that is poorly managed and puts others at risk. This creates an unsafe environment for children. Leaders do not have necessary measures in place to equip staff to deal with these challenging situations. Leaders do not adequately support children when they become upset. Consequently, children are unable to manage their emotions and feelings. Children are given very limited opportunities to make choices for themselves. Staff are not effective in giving children a voice to express themselves. Therefore, children are disengaged in learning. Staff read stories and sing songs with the children at the start of the morning and afternoon session to welcome the children. Children's personal care needs are being met.

Leaders have made some changes to the nursery since the COVID-19 (coronavirus) pandemic. Children are dropped off and collected at the door and they part from their parents with ease. Additional cleaning has been introduced. Children are encouraged to wash their hands more frequently to promote hand hygiene.

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

- Staff have a poor understanding of how children learn. They are not able to identify learning intentions which meet the individual needs of the children. The curriculum is poorly designed and very narrow in focus. Staff do not provide children with enough high-quality, rich and imaginative experiences. Children lose interest quickly in activities and leave. Consequently, children are not making adequate progress across all areas of learning.
- Staff do not model words well enough to help children to become good communicators. Staff do not positively engage with children or talk to them to help develop their confidence, independence and communication skills. Young children are encouraged to repeat animal sounds. However, this is not extended to support children's emerging speech.
- There is an outdoor area which children have daily access to. Children enjoy running around and can practise balancing on wooden beams and crawling through tunnels. However, the curriculum does not support children who demonstrate a real interest in being outside. Staff do not plan opportunities for children to take their learning outdoors. Therefore, children who prefer to be outside are not progressing well with their learning.
- The curriculum does not support children to learn about tolerance and respect from an early age. Consequently, children do not understand what makes them

different from others and how to celebrate what makes them unique.

- Children regularly get frustrated with each other and respond to conflicts by hitting, shouting and snatching. Staff do not always notice or respond as some children hurt others. Therefore, children's emotional needs are not being supported and they are unable to focus on their learning. Children do not learn about the consequences of their behaviour or how it may affect others. Despite there being setting rules in place, children are not being helped to understand right from wrong.
- Assessments are rigid and ineffective in determining what children can do and what they need to do next. Staff are not being supported to identify the individual needs of the children. Therefore, gaps in learning are not identified and the curriculum is not sequenced to close these efficiently. Children are not challenged in their learning as staff are not provided with enough support to achieve this.
- Training for staff is ineffective and does not support them to make necessary improvements to their practice. Staff are not being adequately supported. Supervisions are ineffective as leaders are unable to identify meaningful and appropriate targets for staff to work towards. Leaders do not successfully evaluate how effective the teaching is or recognise the inconsistent engagement and interaction staff have with children. Therefore, children are not being supported in the most appropriate ways by staff.
- Arrangements to support some children with special educational needs and/or disabilities (SEND) are in place during term time. However, plans put into place by other professionals are not followed effectively. During school holidays, staff do not implement these plans at all and fail to meet the children's needs. Therefore, children are not making sufficient progress. Leaders do not access early help to support the children with additional needs. Consequently, children are not ready for their next stage in learning, in particular the move to school.
- Parents speak kindly of the staff and feel they are kept well informed about their child's time in nursery. Parents share information with the nursery about what their children do at home. However, they are not yet being guided on how to support children to extend learning further.
- Children sit at tables to enjoy home cooked meals prepared by the on-site cook. Children are beginning to learn about the correct utensils to use at mealtimes.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders are not creating an environment which is safe and secure for children. Staff are not trained to deal with incidents of poor behaviour to ensure the ongoing safety of children. Leaders are not meeting the statutory requirements in providing support for children with SEND. Staff are adequately trained in safeguarding. They are able to identify the signs and symptoms of abuse and understand the correct reporting procedures should they have a concern. Staff are trained in first aid and can respond appropriately to accidents. Risk assessments of the nursery are carried out daily and hazards are minimised or removed.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
design a curriculum which is rich, imaginative and challenging to ensure that staff are sequencing learning and building on what children already know and can do	30/09/2021
implement positive behaviour management techniques, which enable staff to manage children's behaviour in an appropriate way to ensure children are safe and understand what is and is not acceptable	30/09/2021
adapt assessment processes to ensure they are effective in identifying gaps in children's learning and plan opportunities to effectively close these	30/09/2021
improve systems for staff professional development, to ensure training and staff targets are focused on meeting the needs of the children	30/09/2021
ensure effective arrangements are in place to support children with SEND and access support from other professionals in a timely manner to make sure children's needs are met.	30/09/2021

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

- develop systems for guiding parents on how they can best support their child's learning at home.

Setting details

Unique reference number	316751
Local authority	Bury
Inspection number	10201786
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 at time of inspection	0 to 4
Total number of places	48
Number of children on roll	0
Name of registered person	Underworth Ltd
Registered person unique reference number	RP519544
Telephone number	0161 767 9429
Date of previous inspection	8 March 2017

Information about this early years setting

The Bridge Day Nursery registered in 2003. The nursery opens weekdays 7.45am to 6pm, excluding bank holidays and two weeks at Christmas.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector carried out a learning walk with the deputy manager and manager.
- The inspector and the manager carried out a joint observation.
- The inspector talked to the children and observed their play and learning.
- The inspector held discussions with parents.
- The inspector held leadership and management discussions with the manager.
- The inspector discussed safeguarding with staff and leaders.

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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