

Inspection of Anker Bridge Nursery

Anker Bridge House, Bridge Street, Polesworth B78 1DR

Inspection date: 9 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the nursery. On arrival, they smile and settle quickly into the daily routines that support their care and learning well. Children learn to keep themselves safe. They are beginning to make simple risk assessments of what they can and cannot do. When they use the larger climbing equipment, they know that an adult must be present to help them. Children learn about safety outside of the nursery and what might be a danger to them. They practise walking through the car park safely.

Staff are kind, caring and provide comfort and reassurance to children. This means that children feel secure in the nursery. Children's personal care needs are met well. Staff take time to explain to the children what will happen next. This prepares children for times, such as nappy changing and face/hand washing, so they are not surprised or upset by this. Any distress in a child is quickly picked up by staff and children receive care and reassurance. Older children are beginning to become more independent in their own personal care needs.

Children's behaviour is good. They are beginning to understand simple rules that encourage them to play cooperatively. Staff are quick to help children resolve minor issues through discussion. As a result, children are learning to share and take turns at an early age.

Leaders and staff have high expectations for children to do well in their learning. The curriculum is designed to take account of the recent pandemic and the impact this has had on children's learning.

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

- Since the last inspection, leaders have addressed the actions raised to improve the quality of the childcare and learning. They are clear about the intent of the curriculum, which is shared with the staff team. Staff consider how children learn best and this is used to plan activities that engage the children well. That said, there are times when some children could be engaged more fully in smaller group activities, or individual time with staff, to make the very best progress. Staff have a good knowledge of what children know and can do. They use this to build on the children's next steps in learning.
- Staff receive information during their induction about the expectations of their role and the responsibilities. A programme of support and training helps staff build on their existing skills. Regular supervision allows staff to consider what they do well and what they can improve on to raise the quality of care and learning for the children. Assessment is effectively used to plan for children's future learning.

- Children's speech and language is a priority. Staff model language well through good engagement with the children throughout the sessions. Children see how words are formed and practise these during activities, such as singing. Children sit on wooden branches and logs as they enjoy group singing. Staff play the Ukulele to accompany the songs and the children learn about musical instruments as they play their instruments and sing along. Children learn how to take care of delicate instruments. Staff encourage older children to think about their actions and how this may make others feel. As a result, children begin to understand about tolerance and respect.
- Early mathematical language is emerging through children's play. Children talk about 'adding grass' to the mixture of sand and pasta they have created. They learn to count as they line up after handwashing. Children learn about basic shapes as they create patterns in chalk dust.
- Children's physical skills are developing well. Younger children are encouraged to move around the room and build the core muscles they will need for standing and eventually walking. Older children are agile across a varied terrain outdoors. They ride push-a-long equipment skilfully and climb successfully on wooden apparatus. They build sandcastles with spades and explore nature using magnifying glasses. Staff talk to children about how 'big' they look through the glass. Children look for worms in the ground and later compare them to 'wiggly spaghetti' in play.
- Children enjoy healthy meals that meet their individual dietary needs. From an early age, children are encouraged to be independent in eating. Young children have spoons and make good attempts to eat, although support is on hand when needed. Good hygiene practices help children to keep safe and well.
- Parents report that they are very happy with their children's progress at the nursery. They are able to identify what their children learn at the setting. They receive information about their children's progress and what they can do at home to support the learning. Parents say that staff are always available to speak to.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their role and responsibilities to safeguard children. They are aware of the signs and symptoms that would indicate a child is more vulnerable or at risk of abuse. Staff are knowledgeable about the local authority procedures to follow should they have a concern about a child in their care or concerns about professional conduct. The premises are secure. Effective risk assessments of the premises consider children's safety at the setting and the steps that need to be taken to minimise any hazards to children.

What does the setting need to do to improve?

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

- consider the planning of activities for individual children who learn best in smaller groups, so that they make the swiftest progress possible.

Setting details

Unique reference number	EY558599
Local authority	Warwickshire
Inspection number	10213929
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	50
Number of children on roll	31
Name of registered person	Anker Bridge Nursery Ltd.
Registered person unique reference number	RP558598
Telephone number	01827 825534
Date of previous inspection	30 September 2021

Information about this early years setting

Anker Bridge Nursery registered in 2018. The nursery employs seven members of staff, one of whom holds a level 6 qualification and four staff hold qualifications at level 3. Two staff are not yet qualified. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a joint observation of practice at the nursery, which the manager evaluated.
- The inspector completed a learning walk with the deputy manager. All areas of the nursery used by the children were viewed. The deputy manager explained how the curriculum is designed to meet the needs of the children attending.
- A range of documentation that supports the safe and effective management of the nursery was viewed. This included checks on the suitability of adults working with children.
- The views of parents/carers were considered. The inspector spoke to staff and children at appropriate times during the inspection.

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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