

Inspection of Blythe Bridge Day Nursery Ltd

195 Uttoxeter Road, Blythe Bridge, STOKE-ON-TRENT ST11 9HQ

Inspection date: 17 August 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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly and demonstrate high levels of independence in this creatively resourced environment. They confidently speak to the inspector and tell her that they are happy being here and have lots of friends. Children are safe at this nursery.

Unrestricted access to outdoor learning is highly valued at this nursery. Older children use their small muscles to dig in the vegetable patch and tell the inspector that their favourite vegetable is lettuce. Children work together to mix sand and water to make cakes and praise each other for their efforts. They are involved in caring for chickens and collecting their eggs. Children develop an understanding of life cycles and caring for plants and animals.

Children are independent learners and develop self-expression as they carry out their own plans. They develop their small muscles as they safely use nails, screwdrivers and hammers to work with pieces of wood. Children learn to thread, sew and weave to make clothing for their dolls. They independently pour paints and estimate how much they need. Children choose oils, chalks or pastels to create their artwork. They explore a wide range of materials which spark their imagination and creativity.

Babies are calmly reassured by the attachments they form with staff. They snuggle into staff's arms when they are having a bottle or are ready for a sleep. This develops strong emotional attachments. Toddlers laugh as they work together to climb and see-saw on wobble boards. Young children learn to take turns as they develop their core strength and balance skills.

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

- Leaders and staff know children well and work hard to ensure that they make progress from their starting points. However, occasionally, leaders do not monitor staff planning of activities for individual children effectively. Therefore, at times, some children's next steps in learning are not focused sharply enough on supporting them to the highest level according to their age and stage of development.
- Staff feel highly valued and speak enthusiastically about the managers. Regular supervision meetings and in-house training focus on professional development, such as outdoor and loose-parts play. As a result, children make independent choices and develop their own ideas and strategies for doing things.
- The highly qualified management team strives for excellence. It is proactive and dedicated to providing a stimulating indoor and outdoor learning environment that challenges children. Children open water butts to fill containers and pour

the water down in cascades. Children learn to focus on tasks and think flexibly.

- The celebration of diversity and cultural differences is deeply woven into all aspects of the nursery. For example, children talk about each other's families, using photos to prompt discussion. They access a wide range of resources that spark conversations about similarities and differences. Children develop positive attitudes and respect towards others.
- Creative mathematical resources and activities feature throughout the nursery. Children sort and count fruits, recognise and write numbers independently and staff tirelessly support their mathematical knowledge at every opportunity. Children develop a love of numbers and secure mathematical skills.
- Children enjoy regular story times. Younger children enjoy quacking like a duck and popping their mouths to make fish noises while reading a book. Older children join in with storytelling, remembering details of stories, such as that a caterpillar builds a cocoon. Children engage with staff to express their thoughts about books using new words. This contributes to children's early reading development and encourages a love of books.
- Care practices are good. Staff support younger children to wash their hands with soap and water before snack. They are encouraged to feed themselves at snack and mealtimes. Older children independently access face cloths and wash their hands when they return from outdoors. Children from an early age learn good hygiene practices.
- Generally, children behave well and show positive attitudes towards their learning. However, staff do not consistently provide older children with clear messages about their behaviour and how it impacts those around them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure knowledge of the indicators of abuse and the procedures to follow in the event of a concern about a child. All staff are trained in paediatric first aid. Leaders follow a stringent recruitment process that ensures that staff are suitable to work with children. Staff attend regular training in safeguarding and child protection. Leaders and staff maintain a safe and well-supervised environment for children.

What does the setting need to do to improve?

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

- support staff to plan learning opportunities that are sharply focused on the individual age and stage of development of each child
- implement consistent behaviour strategies to help children to manage their own feelings and understand how their actions affect those around them.

Setting details

Unique reference number	EY478015
Local authority	Staffordshire
Inspection number	10236369
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	1 to 11
Total number of places	50
Number of children on roll	49
Name of registered person	Blythe Bridge Day Nursery Ltd
Registered person unique reference number	RP907219
Telephone number	01782 399324
Date of previous inspection	7 September 2016

Information about this early years setting

Blythe Bridge Day Nursery Ltd registered in 2014. It is situated in the Blythe Bridge area of Staffordshire and is privately owned and managed. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm, including a before- and after-school club. A holiday club is also offered throughout the school holidays. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 15 members of staff, including apprentices. Of these, one holds an appropriate early years qualification at level 7 and 14 hold an appropriate early years qualification at level 2 or above.

Information about this inspection

Inspector
Angela Hayward

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector held discussions with the manager and completed a joint observation with the manager of a planned group activity to assess the quality of teaching and learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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