

# Inspection of The Old Bridge Nursery

1 Jubilee Place, High Street North, Shincliffe, Durham, County Durham DH1 2NJ

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Inspection date: 30 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy, settled and emotionally secure in the home-from-home environment. There are strong bonds between children, their key person and the wider staff team. For instance, young babies cuddle with staff when they need some reassurance. Older babies enjoy exploring a variety of resources that can be used in many different ways. They fill metal bowls with sand and concentrate, as they place wooden rings onto wooden sticks. Toddlers paint with a range of tools and enjoy making marks on paper with crayons. This helps to develop children's early writing skills.

Children have daily opportunities to access fresh air and exercise. For example, they jump in puddles in the outdoor area and dig in the large sandpit. Furthermore, children regularly climb trees and take part in forest-school sessions in the local woods. This helps to develop their balance, coordination and large-muscle skills. Children's behaviour is good. Staff are consistent in their approach to managing children's behaviour. Older children understand what is expected of them. Staff offer gentle reminders to younger children. For example, they encourage children to use 'kind hands'. Staff are good role models and provide plenty of praise and encouragement. This helps to raise children's confidence and self-esteem.

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

- Children benefit from a language-rich environment, which builds on their communication skills. Staff talk to children throughout the day as they consistently introduce new vocabulary into their play. For example, staff in the baby room repeat the word 'bubbles', as they blow bubbles for the children. Staff repeat words back to children so that they hear the correct pronunciation of words. This helps to develop children's speaking and listening skills.
- Children's behaviour is good. The atmosphere is calm and peaceful. Children have high levels of respect for each other, take turns and share with little prompting. Children remember the rules of the setting and remind their peers of these. For instance, children remind each other to hold the banister as they walk down the stairs.
- Staff have high expectations of what every child can achieve. They gather starting points from parents, so that they know what children can already do when they first start. Staff carry out regular observations and assessments and take account of children's interests when planning. However, at times, staff do not provide enough challenge for children to extend their learning to the highest possible level.
- Staff provide children with lots of opportunities to learn about the wider world. For example, children play with resources and celebrate different festivals, such as Chinese New Year and Diwali. Children visit the local church and go for walks

in the local community. This helps children to learn about how they are unique, and about similarities and differences.

- Children enjoy a healthy and balanced diet. The setting provides a range of healthy snacks. Mealtimes are social occasions, when children talk with each other and staff. Children show a good awareness of hygiene procedures, such as washing their hands before eating and after using the toilet. This helps children develop an understanding of a healthy lifestyle.
- The manager regularly works alongside staff and monitors staff's practice in all the rooms. However, supervision sessions are not focused enough on staff's continuous improvement. For example, the manager does not use such sessions to identify any additional support or training staff may need, which would help raise the quality of already good practice. That said, staff speak highly about leaders, commenting that they feel well supported in their role.
- Partnership with parents is very strong. Parents comment positively about the setting. They report that the setting is excellent at communicating and supports children's individual needs particularly well. The manager and staff share information with parents verbally, through paper learning journals and via social media.
- Children foster a love of books. Older babies read board books and mimic the animal noises that staff make, for example when they say 'twit-twoo'. Pre-school children sit in the cosy area and share stories such as 'The Gruffalo'. This helps to develop children's early literacy skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a clear understanding of their responsibilities to keep children safe from harm. They are aware of signs and symptoms of possible abuse and how to report their concerns. Leaders and staff have a clear understanding of the different types of abuse, including female genital mutilation, county lines and the 'Prevent duty'. Staff have a good knowledge of the procedures to follow if there is an allegation made against a member of staff. Leaders ensure that any images posted online are safe to be published, and that parental permission is obtained beforehand. Staff regularly assess risks in the environment to help keep children safe.

## **What does the setting need to do to improve?**

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

- strengthen the educational programme so that staff provide learning opportunities that consistently challenge and extend children's learning
- develop further the use of supervision sessions to identify any training and support staff require, to help raise the quality of teaching to the highest level.

## Setting details

<b>Unique reference number</b>	314188
<b>Local authority</b>	Durham
<b>Inspection number</b>	10229417
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Old Bridge Nursery Limited
<b>Registered person unique reference number</b>	RP909959
<b>Telephone number</b>	0191 3831782
<b>Date of previous inspection</b>	13 December 2016

## Information about this early years setting

The Old Bridge Nursery registered in 1997 and is situated in Shincliffe, Durham. The nursery employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Campbell

## 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 manager and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to and viewed feedback from several parents during the inspection, and took account of their views.
- 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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