

Inspection of Bradley Green Nursery

Old School House, Spon Lane, Atherstone CV9 3DN

Inspection date:

18 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at this nursery. Staff provide them with warm, nurturing relationships and children show that they feel safe and secure in their care. Babies and toddlers enjoy reassuring cuddles and comfort if they become upset. Staff are attentive to children's care needs.

However, the provider's curriculum is not ambitious enough to challenge children well and the quality of teaching is variable. This hinders the progress that children make. During some activities, staff do not take account of children's individual interests and specific learning needs. This means that children's learning experiences do not focus well enough on what they need to learn next. For example, all the pre-school children stand in line waiting to have their turn at pretending to cross a road. Although, this helps children to learn about road safety and the importance of looking left and right before crossing, they are not actively involved in their learning.

This said, staff have suitable expectations for children's behaviour and children understand these. Children behave well. They are polite and well mannered, particularly at mealtimes. Children learn to share and take turns, and play together harmoniously. Pre-school children understand about the nursery rules, such as 'kind hands' and listening ears.

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

- The provider is not fully committed to supporting staff improvement, training and professional development opportunities to help improve the staff's teaching skills and raise the quality of education that children receive. For example, staff struggle to resource equipment when they need an additional room for babies. This limits the learning opportunities for babies and hinders the progress that they can make.
- The manager monitors the quality of children's learning and staff practice. She provides staff with some effective supervision and support. However, this has not been fully effective in helping her to identify and address areas of practice that are not good. The provider does not ensure that the manager receives supervision to support her further in her role to give children a consistently good education.
- The manager has identified a general overview of the curriculum and has some clear aims for children to achieve as they progress through the nursery. However, the curriculum for children is not comprehensive enough. It does not sufficiently reflect children's learning needs and support staff in their planning to challenge children to build on what they know, understand and can do.
- Overall, children gain the necessary knowledge and skills for their future

learning. However, staff do not consistently use children's assessment information to inform their planning and match teaching to children's individual needs. For example, staff working with two-year-old children provide an enjoyable activity where children thread fruit onto skewers. However, staff do not consider how this experience builds on what the children already know, to challenge them and extend their learning.

- An effective key-person system is in place and this supports parent partnership working well. Parents say that staff 'work with them' and provide detailed information about children's day, and achievements. Staff work closely with parents of new children to find out about their health requirements and care routines.
- The provision for children with special educational needs and/or disabilities (SEND) is effective. The special educational needs coordinator works closely with staff and outside agencies to ensure that children with SEND receive the support they need. She uses children's two-year-old progress checks successfully to identify children who have a delay in achieving development milestones and makes timely referrals to the local authority.
- Staff provide children with many opportunities to be independent. For example, they progress babies on to drinking out of an unlidded cup. Pre-school children learn how to move the knife forward and back to cut their meat. They learn to manage their personal care routines and to dress independently in their outdoor clothes.
- Staff support children's health. Children eat a healthy and varied diet that is nutritiously balanced. Staff follow appropriate hygiene routines to help limit the spread of germs. They provide children with daily outdoor experiences in the large garden and opportunities for them to be physically active. For example, toddlers enjoy running around on the grassed area as they explore the snow.

Safeguarding

The arrangements for safeguarding are effective.

The provider ensures that staff complete mandatory training to keep their child protection knowledge updated. The manager provides new staff with a thorough induction to ensure they understand their responsibilities to keep children safe. The manager and staff are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. This includes reporting a concern about the conduct of a colleague. Risk assessment is effective, and staff identify and successfully minimise potential risks to children, indoors and outdoors. They follow appropriate procedures to manage any accidents that children have. Staff recruitment and selection procedures meet requirements. All the required documentation is in place to support the safety of children and staffing arrangements.

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
focus professional development and monitoring of staff practice to help all staff to continually improve their knowledge and skills to provide children with a consistently good education	18/04/2023
review and improve the curriculum, so that it clearly sequences the knowledge and skills that children need to develop to support staff in their planning and help children to make good progress	18/04/2023
support staff to improve the use of children's assessment information to plan the learning environment and learning opportunities that reflect an ambitious curriculum and build on what individual children know and can do.	18/04/2023

Setting details

Unique reference number	EY501100
Local authority	Warwickshire
Inspection number	10270288
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 4
Total number of places	52
Number of children on roll	72
Name of registered person	Bradley Green Nursery Limited
Registered person unique reference number	RP911005
Telephone number	01827 718878
Date of previous inspection	10 January 2019

Information about this early years setting

Bradley Green Nursery re-registered in 2016. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications from level 3 to level 5. The nursery opens from Monday to Friday all year round from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 carried out a joint observation with the manager.
- The inspector spoke to 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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