

Inspection of Anker Bridge Nursery

Anker Bridge House, Bridge Street, Polesworth B78 1DR

Inspection date: 5 October 2023

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

Staff warmly welcome children into the nursery. Children arrive smiling and confidently separate from their parents. They quickly settle, choosing what they would like to play with. Staff offer children frequent reassurance and plenty of cuddles. This helps children who are new to the nursery build bonds with staff. Staff have high expectations for children's good behaviour. They offer children gentle and age-appropriate reminders. As a result, children learn the rules of the setting. Staff help children to understand their emotions. This helps children to learn how to self-regulate their feelings and gives them strategies when they become overwhelmed or upset.

Staff provide children with a good range of activities and experiences. Babies show excitement and enthusiasm as they join in with playing the various musical instruments. Older children enjoy exploring the garden, searching for bugs and insects. They develop their physical skills as they use the climbing frame and ride on wheeled toys, negotiating space. Children learn to recognise their name, finding their own place mat at the dinner table. Children are making good progress in their learning. They are gaining the skills they need to help build on their future learning, including with regard to their eventual move to school.

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

- The provider, who is also the manager, has a clear vision for continual improvement. She provides staff with ongoing support and professional development opportunities. Staff have regular supervision and staff meetings. This has a positive impact on staff's knowledge and skills. The manager recognises the need to continue with this support to further build on staff's already good teaching skills.
- The quality of teaching is good. Staff use their observations and assessments to plan activities that interest children. Children benefit from a well-planned curriculum that builds on what they already know and can do. This helps all children make good progress in their learning and development.
- Staff support children's communication and language skills well. Staff working with babies sing nursery rhymes and songs throughout the day. Older children enjoy listening to stories. Staff engage children in meaningful conversations and discussions. Children confidently chat to visitors. Children who speak English as an additional language are supported well because staff take the time to get to know some words in their home language and use these to aid communication.
- Parents are happy with the nursery. They express how happy their children are to attend. Parents comment on how friendly and caring the staff are. They say that their children are making good progress in their learning. However, parents are not always given enough information about the plans for children's future

learning needs to enable them to fully support this at home.

- Staff promote children's good health effectively. They follow good hygiene routines, such as reminding children of the importance of washing hands before mealtimes. They share information with parents about the necessary exclusion times for childhood illnesses and infections. The environment is clean and suitable. Children are provided with freshly prepared meals and snacks that are in line with their individual dietary needs.
- Children's behaviour is good. They are polite, use good manners and are kind to their friends. Staff act as good role models, offering children praise and encouragement for their good behaviours.
- Staff promote children's independence well. Older children are encouraged to manage their own self-care needs, such as toileting and dressing themselves ready for outdoor play. They confidently serve their own meals and snacks. Babies are encouraged to learn to feed themselves.
- Secure relationships are built between children and staff. Staff take the time to get to know children and their families to find out as much information as possible. Staff working with babies ensure their home routine is followed to help them settle and feel secure.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a clear understanding of how to keep children safe. The premises are safe and secure. Staff supervise children well. They understand the possible signs and symptoms that may indicate a child is at risk of harm. Managers and staff are confident with the procedures to follow should they need to report concerns to outside agencies. Staff know what to do should they have concerns about other staff's practice. Robust recruitment procedures are followed to ensure staff are checked for their suitability to work with children.

What does the setting need to do to improve?

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

- provide parents with more information about the plans for children's future learning needs to enable them to extend this further at home
- build on staff's already good teaching skills to enhance children's learning even further.

Setting details

Unique reference number	EY558599
Local authority	Warwickshire
Inspection number	10313128
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	34
Name of registered person	Anker Bridge Nursery Ltd.
Registered person unique reference number	RP558598
Telephone number	01827 825534
Date of previous inspection	9 March 2022

Information about this early years setting

Anker Bridge Nursery registered in 2018. The nursery employs 10 members of staff, one of whom holds early years teacher status. Six staff hold qualifications at level 3 and one holds a level 2 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The provider receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Tompkin

Inspection activities

- The inspector discussed any continued impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager and the deputy manager to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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