

Inspection of Bradley Green Nursery

Old School House, Spon Lane, Atherstone CV9 3DN

Inspection date: 5 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff create a warm and homely atmosphere for all children. They greet children on their level with cuddles and positive statements. For example, one staff member exclaims: 'I am so happy you are here today!' Each key person takes considerable time to get to know their children exceptionally well. All staff have high expectations for children's behaviour and manners. Children feel valued and happily share their special items from home with staff. They are happy and confidently march to their rooms to greet their friends. All children show positive behaviour and respect for others during their play. They listen attentively to what staff explain to them and respond positively. For example, when children have trouble sharing toys, a staff member calmly explains the importance of teamwork.

Since the last inspection, the manager has devised a coherent curriculum for all children, including children with special educational needs and/or disabilities (SEND). Children benefit from activities that staff plan for them based on their interests. Staff communicate with children clearly. They regularly check children's understanding by talking to them at their level. Children are curious learners engaged in their play. They excitedly explore all activities on offer. For example, toddlers have fun with play dough, explore fresh herbs and scoop up cooked pasta.

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

- Since the last inspection, procedures for evaluating what children know and can do have improved to help them learn more over time. Staff attend various training to raise the quality of education offered to children. Most staff's meaningful interactions help children learn in all areas of learning. However, the positive changes are yet to be consistently embedded across the whole setting. For example, on some occasions, less experienced staff in a toddlers' room do not sufficiently challenge and extend children's learning as they play.
- Staff work hard to organise and create an environment that supports children's learning effectively. The environment promotes the implementation of clear learning intentions. For example, young children who learn to stand and walk while holding onto furniture enjoy the new space for physical development. This enables children to develop their balancing skills and support large-muscle development.
- Staff communicate with parents through different channels. Parents feel well informed about what their children do during the day. Children make good progress and often speak at home about activities they enjoy doing at the setting. Parents compliment staff on their warm approach to children. However, some parents report not receiving information about changes in the curriculum. They wish to know how they can extend their children's learning at home. This does not promote consistency of children's education between home and the

setting.

- Children benefit from eating healthy meals and participating in outdoor physical activities. Staff facilitate children's ideas and act on their interests when planning outdoor experiences. For example, pre-school children set up chairs in the garden to create a bus that will take them around the world.
- Staff support children to be independent in their daily routines. During mealtimes, older children successfully pour water into their cups. Younger children drink from open cups and learn how to put on their coats. However, staff do not always follow hygiene practices correctly or give privacy to children during nappy changing. Therefore, the spread of infection is not minimised, and children do not learn about personal privacy.
- Staff are good role models for children. Children are kind to each other and have good manners. They show pride when they achieve small tasks. When staff compliment children for putting toys in the correct boxes, children promptly assist their friends. This supports children in building their self-confidence and self-reliance.
- Children with SEND are well supported. Staff make good use of successful learning initiatives to help children. They collaborate with other agencies to ensure children receive the necessary support and make good progress.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand how to keep children safe by following safeguarding procedures. They speak confidently of what they would do if they believed a child might be at risk of harm. To stay informed about safeguarding, staff attend regular briefings and training sessions. This helps them to have current knowledge of safeguarding arrangements. The manager ensures that staff frequently inspect the building for potential dangers that could harm children. Garden gates are secured to prevent children from leaving the premises unattended. Children learn how to keep themselves safe. For example, when children ride balancing bikes, they are encouraged to carefully steer in one direction to avoid accidents.

What does the setting need to do to improve?

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

- expand on information shared with parents to support them in extending children's learning at home
- further develop the support given to less experienced staff to help enhance the overall quality of teaching
- adopt consistent cleaning arrangements of nappy changing areas to prevent the spread of infection and provide children with privacy.

Setting details

Unique reference number	EY501100
Local authority	Warwickshire
Inspection number	10277611
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	57
Name of registered person	Bradley Green Nursery Limited
Registered person unique reference number	RP911005
Telephone number	01827 718878
Date of previous inspection	18 January 2023

Information about this early years setting

Bradley Green Nursery re-registered in 2016. The nursery employs 15 members of childcare staff. Of these, nine 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

Anna Makowska

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 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 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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