

# Inspection of Bridge House Day Nursery

1 Bridge House, Skipton Road, Steeton, KEIGHLEY, West Yorkshire BD20 6NR

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Inspection date: 28 November 2023

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and eager to come to the nursery. Staff plan opportunities for children to develop their independence skills. Babies start to feed themselves. Staff encourage toddlers to have a go at putting their coats on. They support children to pour their own drinks. Older children use a knife to butter their crackers at snack time and help to serve their food at mealtimes. Children make good progress. They develop the skills they need for their move on to school.

Staff organise the rooms so that children can play and explore. Children are inquisitive about the environment. Their behaviour is good. Children show good levels of concentration and persevere with tasks. They feel safe and secure. Staff support toddlers to play alongside each other. Toddlers concentrate as they pour water from one jug to another. Children explore the outdoor area. Staff encourage babies to practise their walking skills. Babies push the wheeled toys around.

Older children teach other children the rules of a game. Staff model what they need to do when playing familiar games, such as 'What time is it Mr Wolf'. They encourage children to listen for the time and then count how many steps they need to take. Children giggle with delight as they run away from the 'wolf'. They learn to take turns as they play.

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

- Leaders and managers plan a curriculum that is ambitious for all children. They are clear on what they want children to learn so that they are prepared for their move on to school. For example, babies learn to be aware of each other. Toddlers begin to learn to take turns. Staff teach older children about emotions. They support children to talk about and manage their feelings. Children learn to be considerate of others.
- Staff plan a range of activities to support children's learning. For example, staff plan activities for pre-school children based on a story. Children enjoy making hats and masks. Staff support them in retelling the story as they play with props and resources. However, staff do not plan some activities as effectively in the toddler room. Staff do not always have a clear intent of what they want children to learn. As a result, some children quickly lose focus in the activity and have no purpose to their play.
- Staff encourage children to develop a love of stories, songs and rhymes. They read to older children in small groups. Staff ask questions and encourage children to remember the parts of the story. They encourage children to sing and dance as they move their bodies outside. Younger children sit with staff as they look at a book. Children go on a pretend bear hunt outside. Staff retell the story and leave pauses to encourage children to join in. Children enjoy a range of

stories, songs and rhymes.

- Staff model language effectively. They comment on what children are doing as they play. Staff introduce new language. For example, when children explore a sensory tray, staff use the words 'silky', 'slimy' and 'squelchy'. Staff ask questions and listen to children. They give time for children to respond. Children learn to be good communicators.
- A key-person system is in place across the nursery. Staff meet with parents to find out about their likes and dislikes and what comforts them. This helps children to settle quickly when they first start. However, this is not as effective when children transition between rooms. Children do not always benefit from a consistent key person that can support them when they move to a new room. This means that some children take longer to settle.
- Children with special educational needs and/or disabilities (SEND) are supported well. The nursery is inclusive and supports children's individual needs. When staff identify children's additional needs, they seek support from outside agencies. The special educational needs coordinator (SENCo) works with parents and other agencies to ensure a consistent approach for children's learning.
- Parents are happy with the care their children receive. Staff update parents with what their children have been doing during the day. Staff share information on an online app. They offer parents meetings to discuss their child's learning further. Parents feel well informed about their child's development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. They know how to identify when a child may be at risk from harm. Staff know the procedures to report any concerns about children or adults in the nursery. The nursery is safe and secure. Staff keep doors locked so that unauthorised people cannot access the nursery and children cannot leave unsupervised. They are attentive as children go up and down the stairs. There is a recruitment system in place to ensure that people working with children are suitable. Where staff have not received all checks, there is a system in place to make sure that they are always supervised.

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

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

- develop a sharper focus on what staff want children to learn during activities so that children remain focused and motivated to learn
- strengthen the key-person system to ensure that all children benefit from secure attachments when transitioning through rooms.

## Setting details

<b>Unique reference number</b>	EY366228
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10317897
<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>	66
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Bridge House Day Nursery Ltd
<b>Registered person unique reference number</b>	RP527520
<b>Telephone number</b>	01535 657 800
<b>Date of previous inspection</b>	29 May 2019

## Information about this early years setting

Bridge House Day Nursery registered in 2007 and is located in West Yorkshire. The nursery employs 14 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Miriam Caldecott

## 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 provider 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 the curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during story time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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