

Bridges Nursery and Out Of School Club



Windmill House, St. Cuthberts Road, Gateshead, Tyne and Wear, NE8 2EL

Inspection date 19 December 2016
Previous inspection date 18 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is knowledgeable and passionate about continually improving the setting and seeks the views of children, parents and staff to aid development planning. Good systems are in place for the safe recruitment, induction and supervision of staff.
- Staff are well qualified and know what to do to help children learn and develop. They use a range of teaching strategies to meet children's different learning styles. This ensures that all children progress well from their starting points.
- Children learn to understand and celebrate similarities and differences, to be kind to each other, share and take turns. Staff have clear and consistent rules and routines, and children of all ages behave extremely well.
- Staff hold children's safety and welfare at the heart of what they do. There are robust systems in place to deal with accidents and all staff are trained in paediatric first aid. The setting is kept secure at all times and risk assessments keep hazards to a minimum.
- Partnerships with parents are excellent. Parents value the setting staff highly and appreciate how well and flexibly they meet family needs. Staff ensure that parents are well informed about children's progress and know how to support learning at home.

It is not yet outstanding because:

- Although children's individual progress is effectively monitored, staff are not yet closely tracking the attainment of groups of children.
- Occasionally, staff do not ensure that children are ready to engage before starting a group activity.

What the setting needs to do to improve further

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

- focus more closely on the attainment of groups of children and help them to make the best possible progress
- make sure that all children are engaged and ready to learn before starting an activity.

Inspection activities

- The inspector took a tour of the setting.
- The inspector undertook a joint observation with the manager.
- The inspector observed children and assessed the quality of teaching and learning.
- The inspector spoke to the manager, staff, parents and children during the inspection.
- The inspector viewed a range of documentation, including policies and procedures, risk assessments, accidents and medication records, training records, qualifications and suitability checks.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand the procedures to follow if they have any concerns about a child's welfare or development. They know what to do if there is an allegation made against a member of staff and can recognise the signs of abuse and neglect. Policies and procedures promote health and safety well. Children are taught how to stay safe and healthy. Staff are quick to recognise any gaps in children's learning and seek the help of other professionals, when it is needed. They have strong partnerships and good communication with schools and settings that children attend. Staff have many and varied opportunities for continued professional development. They feel well supported and are keen to expand their knowledge and skills further.

Quality of teaching, learning and assessment is good

Good systems are in place for observation and assessment of children's needs. Staff get to know children well and plan interesting activities and experiences which excite and engage them. They build on children's interests and help them to learn what they need to next. Younger children are encouraged to explore and investigate their surroundings. They sit in comfortable spaces, enthusiastically accessing a wide range of sensory materials and objects. Staff ensure that children have different, large, push-along toys which they can use to gain their balance and hold themselves upright. Some older children are excited when challenged to build a tall brick tower. Others act out and retell traditional tales outside. Children are well supported to develop their speaking and listening skills. Staff encourage them to be verbal, ask and answer questions and share their thoughts and ideas. Children have many opportunities to count and use mathematical language as they play. They go on outings in the local area, learn about the community and the world around them.

Personal development, behaviour and welfare are good

Parents share information about children's achievements, progress, interests and care needs when they start in the setting. This enables staff to provide a developmentally appropriate and stimulating environment to help children settle quickly. Staff are very good role models and get to know children and their families very well. They focus on ensuring that children and families receive the support they need. Staff take every opportunity to develop children's independence. Children help with tasks in the setting and learn to do things for themselves. They serve themselves at mealtimes and help to keep their rooms tidy. Children have many opportunities to play outside, getting fresh air and exercise. Meals and snacks are nutritious, balanced and take into account children's dietary needs.

Outcomes for children are good

All children make at least good progress from their starting points. Those children who speak English as an additional language are extremely well supported and quickly become confident at communicating in English. Funding is used wisely to improve outcomes for children. Children develop a desire to learn and broaden their interests. They are well prepared for school or the next stage in their learning and they move on with confidence.

Setting details

Unique reference number	502848
Local authority	Gateshead
Inspection number	1064180
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	137
Number of children on roll	237
Name of registered person	The Bridges Nursery Limited
Registered person unique reference number	RP905797
Date of previous inspection	18 March 2013
Telephone number	01914773233

Bridges Nursery and Out Of School Club was registered in 2001 and is privately owned. The setting employs 34 members of staff. Of these two hold qualified teacher status, five hold an appropriate early years qualification at level 6, one at level 4, 14 at level 3 and eight at level 2. The manager holds early years professional status. The setting opens from 7.30am to 6pm on Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children and supports a number of children who speak English as an additional language.

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