

Bridgewater - Early Years

Bridgewater, Delaval Road, Benwell, NEWCASTLE UPON TYNE, NE15 6NL

Inspection date

09/10/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The staff team have excellent understanding of the learning and development requirements, which they use to plan an exciting and challenging range of activities and experiences for each child.
- Children make outstanding progress as a result of staff awareness of individual needs and precise assessment and planning for all children.
- Children are very well supported in their learning at home as superb partnerships are in place to involve parents and carers in their child's learning and development.
- Children behave exceptionally well for their age and stage of development. This is because staff are very good role models and use highly effective strategies to manage their behaviour.
- Children's needs are quickly identified, and exceptionally well met through the robust and effective partnerships between parents and external agencies and services.
- Children understand how to keep themselves safe as all staff consistently give the highest priority to the safety of children.

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Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out a tour of the setting.
- The inspector observed teaching and learning activities in the indoor and outdoor environments.
- The inspector carried out a meeting with the management team and looked at and discussed a range of policies and procedures.
- The inspector carried out a joint observation with the provider and the manager.

Inspector

Nicola Jones

Full Report**Information about the setting**

Bridgewater was registered in 2006 on the Early Years Register. It is situated within Bridgewater School in the Scotswood area of Newcastle-upon-Tyne. It is managed by the headteacher of the school, with support from the governing body. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. Three members of staff, including the manager, hold

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higher qualifications. The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Sessional, full day care and wrap around care is offered. Creche facilities are also provided on a flexible basis for parents and carers to attend training and information sessions. There are currently 30 children attending who are in the early years age group. The setting provides funded early education for two and three-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives qualified teacher support from Bridgewater School and from the local authority.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- increase access to some resources in the under two's room to make sure all children can see what is available and make independent choices, with particular reference to the water play area.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Staff have excellent understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and use this very well to support children in their learning. All staff respond exceptionally well to children's emerging needs and interests and support them in ways that are right for each child. As a result, children become deeply involved in their activities and have sufficient time to follow their ideas through. For example, children demonstrate excellent concentration when they combine ingredients to make their own cake mixture. After baking, they make coloured icing and choose their favourite shapes to decorate them with. Staff provide a wealth of resources, in the indoor and outdoor areas, which are accessible and open-ended. This enables children to use, move and combine equipment, such as tyres and lengths of drain pipe and guttering, in a variety of ways. Staff are highly skilled and ensure each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Rich, varied and imaginative experiences are offered each day which significantly enhance children's learning and development. As a result, children make outstanding progress in their learning and are exceptionally well prepared for school, when the time comes. Children with special educational needs and/or disabilities are equally well supported and make rapid progress based on their starting points. This is because staff and other professionals meet their learning and development needs exceedingly well.

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The quality of teaching is excellent. Staff have a superb understanding of how to promote the learning and development of young children. Consequently, children thoroughly enjoy the time they spend at the setting and are excited and motivated to learn. For example, they squeal with excitement when they run through fallen leaves in the outdoor area. They talk enthusiastically about their experiences and count up to three when they throw leaves into the air. This significantly enhances children's communication and language skills and encourages them to count in meaningful contexts. Skills are developed even further when staff ask open-ended questions, such as 'I wonder what colours you can see on the leaves?' Children's all-round development is significantly enhanced in the outdoor environment. They have access to a large sand area with an attached water system. This enables children to explore how water moves and develops their thinking about why things happen and how things work. For example, children use buckets and watering cans to pour water down the channels, they watch intently and talk about how it is moving downhill. Children with English as an additional language are very well supported and make excellent progress during the time they spend in the setting. This is because staff give utmost priority to supporting both children and parents, providing a wealth of opportunities for children to develop and use their home language in play and learning situations. For example, parents help to develop signs, written in their home language for use in the rooms. Staff make highly effective use of translation services to communicate with parents and children and use signing as an additional means of communication throughout each day.

Assessment is rigorous and all staff make accurate observations and plan for individual children's learning and development needs. Progress is tracked and staff are highly confident in identifying individual strengths and weaknesses. Children have individual learning journals which contain photographs and observations. All information is linked to the areas of learning and clearly shows next steps in learning for each child. Children's learning at home is highly valued and parents share information on a regular basis. For example, parents complete 'Wow' certificates to share their child's achievements at home. This builds on what parents know and already do with their child, and supports their confidence and knowledge in how to extend and strengthen the early home learning environment. Parents spoken to during the inspection, describe how they welcome this opportunity and feel their contributions are valued as part of their child's overall development.

The contribution of the early years provision to the well-being of children

Children are exceptionally well cared for in this warm and welcoming setting. Their emotional and physical needs are very well met, their feelings are accepted and they enjoy relationships that are close and supportive. As a result, children very quickly develop a sense of belonging to the setting and develop strong attachments with their key person and other adults working alongside them. Children show how happy and settled they are when they cuddle in when listening to a story and climb onto the knee of their key person when they are sitting close to them on the floor. Highly effective settling-in procedures are in place and children make a number of visits, based on their individual needs, before staying for the whole session. Parents are encouraged to stay with their child and share a wealth of good quality information with staff. For example, details of children's family set-

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up, comforters, sleep routines, allergies and other key information is gathered. This ensures children are very well supported when they move from the home environment into the setting and continuity is provided in their emotional and physical well-being. Children are equally well supported when they move rooms within the setting and into the school. Staff share key information about individual children. The environment in the setting is open-plan and rooms are separated with a gate. This means children can clearly see other staff and children playing throughout the day. This enables them to form relationships with everyone around them and eases the move into their new room. The setting is an integral part of the school as a whole and children spend large amounts of time in the school building. For example, children regularly attend performances, visit their new classrooms and meet school teachers. This ensures children are exceptionally well prepared and make the move into school with ease.

Children demonstrate superb independent skills for their age when they find their own shoes after wearing wellington boots in the outdoor play area. They wash their own hands before eating and after messy activities, such as painting and baking. Independence is promoted further when children find and return what they need in the indoor and outdoor areas. This is because all environments are organised effectively and most resources are easily accessible to children. However, there is scope to improve access to some toys and equipment, to ensure all children can clearly see what is available to play with and make independent choices. For example, water play toys in the under two's room are occasionally placed out of their immediate view. Staff give consistently clear messages to children to ensure they are developing an excellent understanding of why it is important to have a healthy diet. A range of fresh, healthy foods are offered to children at meal times and staff describe how they encourage children to try different foods and broaden their awareness of new tastes and textures. Children's health and well-being is exceptionally well promoted in the outdoor area where daily opportunities are provided for children to explore, use their senses, and be physically active and exuberant. Children show great excitement about being outdoors in all weathers. For example, they giggle and laugh as they run up and down the grassy slope.

Children's safety is central to everything staff do within the setting. They ensure children are aware of potential hazards, such as fungus growing in the grass area outside, and talk to them and discuss the importance of keeping themselves safe. As a result, children know what they can and cannot touch, demonstrating excellent safety practices for their age. Children behaviour is exemplary. This is because staff provide very good role models for children by giving gentle reminders of expectations within the setting. They skilfully deal with minor conflicts by effectively diverting children's attention. For example, staff successfully distract children's attention away from throwing sand by engaging them in filling teapots instead.

The effectiveness of the leadership and management of the early years provision

Leadership is inspirational. The provider and manager demonstrate first class commitment to improving all children's learning and development and welfare. They lead a team of well-qualified, experienced and highly motivated staff who demonstrate an enthusiasm for

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their work with a clear commitment to enhancing the lives of all children. As a result, morale is very high and they clearly enjoy working in the setting. Staff have excellent understanding of the learning and development requirements. The provider, manager and deputy monitor the quality of educational programmes exceptionally well through regular observation of practice and ongoing discussions with staff and other professionals working closely with children. Observation, assessment and planning documentation is monitored to make sure it is consistent, precise, and displays an accurate understanding of all children's skills, abilities and progress. A highly comprehensive overview of progress tracking documentation is maintained by the provider. This ensures children's needs are quickly identified and exceptionally well met through excellent partnerships between the setting, parents and external agencies.

High quality professional supervision is provided, based on consistent and sharply focussed evaluations of the impact of staff's practice. This ensures staff are well supported and benefit from an effective programme of professional development arising from individual staff needs. As a result, staff are constantly improving and understanding their practice. Qualified teacher support is received from the foundation stage phase leader and the local authority which further strengthens the staff team. Comprehensive recruitment and induction arrangements are in place. Consequently, all staff hold appropriate qualifications and have a very clear understanding of their roles and responsibilities.

Children's welfare and well-being is exceptionally well promoted because there is a comprehensive awareness of safeguarding issues among the adults in the setting, all of whom receive regular training on safeguarding. Robust policies and procedures are implemented consistently to ensure all concerns are prioritised and dealt with effectively. All staff, including apprentices, know what steps to take if they are concerned about a child and know who to contact for additional support and advice. Staff make highly effective use of up-to-date risk assessments to support them in ensuring all areas used by children are safe.

Self-evaluation is excellent and is extremely well focussed on achieving and sustaining high quality outcomes for children. The staff team, parents, children and local authority professionals are involved in the process. Actions taken by the setting are implemented with precision and managed thoroughly. There are clear plans for the future which aim to significantly enhance children's communication and language skills. For example, the 'Every Child a Talker' programme will be implemented into the setting.

Partnerships with parents are exceptional. They take an active part in their child's learning and are involved in decision-making on key matters. For example, parents are represented on the governing body. Parents use words such as 'fantastic' when describing the relationships between staff and children and the quality of information received regarding children's progress. Partnerships within Bridgewater School are equally well-established and significantly enhance children's all-round development. Partnerships with external agencies and other professionals are superb. The provider, manager and staff work exceptionally well with practitioners in the nearby children's centre and effectively use advice to provide targeted interventions to meet the specific needs of individual children. For example, regular 'Stay and Play' sessions are jointly run by the setting and staff from the children's centre.

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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY340774
Local authority	Newcastle
Inspection number	870815
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	30
Name of provider	Bridgewater Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	0191 2745290

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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