

# Walmer Bridge Day Nursery

74 Liverpool Old Road, Walmer Bridge, Preston, Lancashire PR4 5GE



|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 16 July 2019      |
| Previous inspection date | 21 September 2018 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | Previous inspection:    | Requires improvement | 3        |
| Effectiveness of 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

- Children play harmoniously in the safe, secure and extremely well-resourced indoor and outdoor learning environments. They demonstrate inquisitive attitudes as they investigate and explore their world. For example, babies excitedly explore water trays while supervised by staff. Older children enjoy listening to stories while sitting undercover in cosy dens, and others confidently transport water to make their imaginary drinks.
- Leadership and management are strong. The manager and staff team have high expectations for the nursery. They have worked tirelessly to address the areas identified for improvement at the last inspection and create excellent opportunities to continuously evaluate the provision overall.
- The manager and staff team work closely with parents, carers and specialist professionals. This collaborative approach supports children's individual needs, including children with special educational needs and/or disabilities (SEND). This helps to ensure that children make good progress from their individual starting points.
- Children arrive happily and quickly settle on arrival. They develop strong bonds and attachments to their key person and staff team. Children are very well behaved. Their sense of belonging is demonstrated in the way they confidently join in activities and interact with adults as they play. Staff are kind and caring and know the children well.
- Occasionally, staff miss opportunities to challenge children further in their thinking skills and developing their own ideas.
- Although children eat a healthy and varied diet, their knowledge and understanding of healthy eating is not further enhanced to maximum effect.

## What the setting needs to do to improve further

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

- make better use of opportunities to support children to further develop their thinking skills and own ideas
- enhance children's knowledge and understanding of the benefits of eating well and the foods that help support their growth, health and well-being.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents and carers during the inspection and took account of their views.

**Inspector**  
Carys Millican

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff team demonstrate a clear understanding of their role and responsibilities for keeping children safe from harm. They fully understand the safeguarding procedures for reporting concerns about any child in their care. Staff know who to contact with this information. Staff supervise children well indoors and outdoors. There are effective security procedures implemented for the arrival of visitors and during children's arrival and collection times. The manager follows robust recruitment procedures and completes suitability checks for all those working in the nursery. Documentation and records are well maintained. The manager works closely with the staff team to evaluate the provision. They actively seek the views of parents to help to prioritise areas for improvement. Children's development is monitored closely to ensure any gaps in learning are identified quickly and help obtained. Supervision arrangements support the continued professional development of the staff.

### Quality of teaching, learning and assessment is good

Staff know the children well. They support children's next steps in learning during children's play and adult-led activities. For instance, children talk about how clean the cars are after washing them and enthusiastically recall the story of the hungry caterpillar in group times. Staff share observations and assessments with parents. This helps to further support children's learning at home. Children have good opportunities to further develop their mathematical development, speech and language, and social skills. For example, children enjoy finding numbers hidden in sand and water. They sing number songs and confidently count while building with blocks. Staff use their expertise to support babies' sensory play. For example, babies enjoy exploring and investigating a range of sensory materials and objects in water.

### Personal development, behaviour and welfare are good

Children learn to care for living things. They excitedly observe the arrival of baby fish in the fish tank and recall the life cycle of a butterfly while reading books. Staff provide children with lots of praise and encouragement. This helps to support their continued good behaviour and confidence. Children are physically active. For example, older children learn to balance on logs and babies develop their walking skills while using steps and ramps. Children learn about keeping themselves and others safe. For example, they know how to use tools carefully and to be mindful of younger children when outdoors. Children enjoy visits to places of interest. For example, they regularly attend craft sessions at a local residential home and enjoy outings to a nearby farm.

### Outcomes for children are good

Children are well prepared for their next stage of learning. They are independent, active and inquisitive learners. Children learn how to share and take turns while they play. They continuously develop the skills that prepare them for their future move on to school. Staff build on what children are interested in and children concentrate and persevere in their chosen tasks. For example, children competently use scissors to cut small shapes and begin to recognise the formation of the letters that make their name.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY102250  |
| <b>Local authority</b>                           | Lancashire  |
| <b>Inspection number</b>                         | 10081968  |
| <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</b>                     | 0 - 10  |
| <b>Total number of places</b>                    | 59  |
| <b>Number of children on roll</b>                | 78  |
| <b>Name of registered person</b>                 | Jayne Parkinson and Kenneth Ernest Parkinson Partnership                          |
| <b>Registered person unique reference number</b> | RP523934  |
| <b>Date of previous inspection</b>               | 21 September 2018   |
| <b>Telephone number</b>                          | 01772 611 222   |

Walmer Bridge Day Nursery registered in 2001. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above. This includes the manager and one member of staff who hold early years professional status and qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

