



Bright Eyes

Inspection report for early years provision

Unique Reference Number	EY222046
Inspection date	11 July 2006
Inspector	Yvonne Johnson / Jan Burnet
Setting Address	51 The Barley Lea, Stoke Aldermoor, Coventry, West Midlands, CV3 1DX
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Registered person	Bright Eyes - Sure Start (South East Coventry)
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Bright Eyes Day Nursery opened in 2002 to serve the South East of Coventry. The centre comprises a day nursery, which is open each weekday for 50 weeks of the year from 08.00 to 18.00; and a team of family, education and health workers providing services to the local community both in the centre and in the community.

All services are based in the centre, which is a converted house with outside play area for the children. Stay and play sessions are operated at other sites within the

community by staff based at the centre. There are currently 32 children aged from seven months to four years on roll. Of these, 14 children receive funding for early education. The setting welcomes children with learning difficulties and or disabilities and those with English as an additional language.

Sure Start South East Programme manage the centre. There is an overall programme manager, a team leader who oversees different settings and manages the peripatetic team and the nursery manager. A qualified teacher supports the educational provision at the setting and a speech therapist, midwife and health co-ordinator are based at the nursery. There are nine staff who work with the children, all have early years qualifications. The setting also has a cook.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is assured because children and staff are aware of good practice with regard to personal hygiene for example, staff protect children through effective hygiene procedures using disposable gloves, aprons and anti-bacterial sprays. Older children are mostly independent in their self-care and all children wash their hands before meals. Medication systems give good protection to children and only prescribed medication is administered, this is recorded and parents signatures obtained. Medication is safely stored in a cabinet, which is locked out of the children's reach. Children's best interests are comprehensively served by a staff team well informed on accident procedures as five hold in-date first aid certificates.

Children's individual dietary needs are well met and there is information kept on children's files in the main office. A daily diary used to inform parents of daily food intake for younger children. The cook has developed a range of menus, which are cooked from fresh ingredients daily. The children are encouraged to make healthy choices in the nursery and food is included from different cultures and societies for example, this week the cook has made sure all the children have chopsticks to use with their chow mein meal. Older children learn about healthy food and how to keep themselves strong and healthy for example, a dentist has visited and talked to them about how eating lots of sweets affects their teeth.

Children's emotional well-being is assured because they are encouraged to settle into the nursery at their own pace. Children are developing skills and confidence with a wide variety of physical play equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment for example, the rooms are safeguarded by good security door locks, which are accessible only by a swipe card or staff access. Examples of the children's work are displayed throughout the building, promoting the children's self-esteem.

Toys, equipment and furniture are safe, clean and in good condition to enhance children's learning and development. All equipment meets safety standards and staff check for any broken toys to ensure the children are protected. Children play in a safe environment and learn how to keep themselves safe for example, they are reminded of appropriate behaviour boundaries and negotiate climbing, running and riding bikes with skill.

Comprehensive risk assessments are in place, which are reviewed periodically and when there are changes. There are good security measures and the community play area attached to the nursery garden is secured to prevent access by unvetted persons. Policies and procedures are applied by conscientious staff in regard to supporting children's safety and welfare, staff in the baby room wear soft shoes to protect young children.

Children's welfare is very well protected by members of staff who have a good working knowledge of abuse and neglect and they are acutely aware of their responsibilities. Staff have attended training and this is ongoing. The designated person is the nursery manager who is clear about expectations of the team for reporting any concerns and works with parents, discussing any concerns directly with them.

Helping children achieve well and enjoy what they do

The provision is good.

Children achieve well because staff use their knowledge of the 'Birth to three matters' framework to provide good quality care and education for young children. The framework is displayed and successfully used in the nursery to assist the children's global development. Staff use information from parents and their own observations and assessment to plan the next steps for individual children. All children learn, interact, and enjoy their activities. Younger children are very well supported in their activities, which are appropriate to their age and stage of development.

Activities meet the needs of the children. Outside play is free-flow and is very well organised and attractively set out with a large range of activities; for example, play house, paint, water, domestic play, climbing, jigsaws and construction. Planting activities help the children to discover how things grow and change. A new water butt is used for filling and pouring using a combination of pipes to examine how water flows and falls. Children stand by the water butt, each has a watering can and they manipulate the nozzle to fill their cans. The children empty the cans into the guttering attached to the fence and watch as it pours through and out of the bottom. The children show clear delight at the experience and play cooperatively together learning to take turns. Staff praise the children for working together.

Children make choices about their activities and are able to access a wide and varied range of toys and physical play equipment in a well organised and safe outdoor play area. This choice is available to them throughout the year. Young children are developing confidence and they are happy, settled and secure.

Nursery Education.

The quality of teaching and learning is satisfactory. Three and four-year-old children access a good range of resources, which support their learning across all of the six areas of learning. Personal social and emotional development is a strength. Children are happy and sociable and play independently with activities chosen by themselves and confidently select additional resources from well organised storage. They behave well and demonstrate that they are aware of behaviour boundaries. They show consideration for each other and are learning to share and take turns. They are gaining an awareness of how other people live as they celebrate a range of religious and cultural festivals.

Children are learning to speak in turn and listen to others and they enjoy story times, they listen and answer staff questions but there are times when the involvement of two-year-olds has an impact on their learning. Pencil control is developing well with daily practise in a variety of ways. They have continual access to a graphics area and resources include pencils, crayons, marker pens, templates and scissors and they write in various role play situations. However, they are not encouraged to name their own artwork. Opportunities to develop the link between sound and letter are limited. Name cards are used at snack time but are no longer used by children for self registration and opportunities for children to acknowledge the sound of the letters in their names are missed. Some children are able to recognise their own name but there are no plans to extend their learning. Children count to five, some are progressing towards 10 and some beyond. They are learning to recognise numerals. Some children are encouraged to recognise numerals beyond five. Children are developing an awareness of "more" and "take away". Children are limited in opportunities to learn about size and identify different shapes in their environment.

Children's physical skills develop and improve with a variety of experiences and equipment. They have regular use of large climbing equipment that challenges three and four-year-old children effectively. They have gained good control of sit and ride toys and skilfully pedal and steer. They are developing skills with small equipment and tools and have daily opportunities to use information, communication and technology equipment. They explore change with baking activities and they help to care for plants in the herb garden. Children periodically explore the local environment and have visited local shops, the park and church. Children are developing a sense of time but there is minimal planning in this area. Children enthusiastically and confidently engage in the full range of creative play activities. They are well supported by staff in role play situations for example, staff initially involved, ask open ended questions and then encourage children to extend. Children paint and draw and are able to name a range of colours. They move imaginatively to music and experiment with sound using musical instruments.

Staff ensure that children have daily access to resources and activities that stimulate and challenge three and four-year-old children. They plan to ensure that activities outdoors are equal to ones indoors and there is lots of choice at all times. Planning identifies learning objectives and this feeds into the weekly plan. Each child has a folder divided into the six early learning goals. The aim is to record observations and paste them into the folder. This is not working effectively as few observations have been entered and assessment records are still being drawn up in part from memory and not from evidence gathered. Assessment is not used to inform planning for individual children so that they are effectively challenged to lead them towards the

next step.

Helping children make a positive contribution

The provision is good.

Children's needs are extremely well promoted through the Equal Opportunities Policy and the staff practice in the nursery for example, children have specific programmes linked to their needs. Children are learning about their similarities and differences through a good range of religious and cultural celebrations. Resources are very good and food is used effectively to promote how different people live their lives. This positive approach fosters children's spiritual, moral, social and cultural development.

All children are valued and included. The work between parent's, staff and the children's centre workers ensures that children with disabilities and learning difficulties are able to reach their full potential for example, work with the speech therapist and the use of the portage service. All staff are aware of and fully implement the Special Needs Policy.

Children behave well and play cooperatively. They learn to share and take turns. They respond positively to staff and the methods used for managing behaviour. Children's self-esteem is well promoted for example, older children effectively monitor their own time away system when necessary following discussion and explanation about their inappropriate behaviour. Younger children use a 'widget' programme, which uses pictures and signs to indicate acceptable and not acceptable behaviour, which is also shared with parents. Staff are consistent in their management and are good role models.

The partnership with parents and carers is satisfactory, consistency of care for children is addressed well with clear initial information obtained on the child. The nursery has a transition policy, which ensures children's emotional security and includes a home visit to look at the child's likes, dislikes, routines and interests. Children have a gradual settling in period negotiated with parents, which avoids any separation anxiety. The transition policy also assists children when they move rooms within the setting, allowing them to be safe and secure with the changes. There is an open door policy with parents who are able to talk to staff on request at the nursery. Parents are aware of the policies and procedures. There is a complaints procedure, however no adequate system on site to record complaints, to ensure that they may monitor and improve services for children. Newsletters are regularly provided and information, including 'Birth to three matters' is displayed. However, parents are not provided with information about the Curriculum guidance for the foundation stage, to ensure that they are partners in their children's education. Meetings are arranged with parents to discuss their children's progress every six months however, some parents do not take advantage of this opportunity. Although some parents do share information on their children's development this is not used by staff to inform planning.

Organisation

The organisation is satisfactory.

Children are cared for in clean and welcoming environment and space and resources are well organised to allow them to experience a good range of activities. Required policies and procedures are in place as are most records. Documentation is kept up to date and in satisfactory order overall. Children's care is supported well by staff who all have appropriate early years qualifications. The organisation of mixed ages for children two years and over allows children to play together and support each other but at times in group situations impacts upon the learning of three and four-year-old children.

Leadership and management are satisfactory. The programme manager, team leader and nursery manager ensure that children's care and education are promoted appropriately by the staff team. They support each other and children benefit from a good staff to child ratio. Staff have attended 'in house' training, including observation and assessment training. Recruitment, selection, induction and appraisal systems are in place and link to staff training needs. Staff meet regularly and are joined by senior managers to monitor issues and make plans to address identified areas for improvement. However, some key issues raised at the time of the last inspection have not been satisfactorily addressed and are repeated in recommendations as a result of this inspection. The nursery manager monitors care and education by programming in four hours each week for observation in playrooms and by organising one to one meetings with staff once in every six weeks. The nursery is linked to a quality assurance scheme and receives support from a children's centre teacher.

Overall the provision meets the needs of the range of children for whom it provides.

Additional Services.

The services provided for families are very well organised. The peripatetic team work in the community daily and organise crèche care to support children and their parents. They also facilitate 'stay and play' sessions at local venues in the community, which families are able to access. As the team have relevant early years qualifications they are also available to support the children and staff in the nursery. They have provided training for the staff team. The speech therapist is able to work with children in the nursery and offer advice to parents on their children's specific needs. Parents value the services being on one site as this minimises visits to other buildings and is integral to their children's needs. The midwife is available to offer support to parents on their children's care when they are very young. The services are integrated into the nursery care and packages are individually designed to meet families individual needs, this is reviewed regularly.

Improvements since the last inspection

Children's best interests are served because recommendations in care have been addressed from the last inspection These required the provider to ensure that the complaints procedure contains details of how to contact the regulator, this is now included in the information although there has been a change to the regulation since October 2005. Obtain written permission from parents before administering medication to children, this is documented on children's files. Review registration

procedures to include times of arrival and departure of staff and children, this is now completed as staff and children enter and leave the building by the reception staff.

At the time of the last nursery education inspection the provider was asked to address five key issues. The first of these was to provide opportunities for children to find out how things work, use calculation and link letters to sounds. Children are now able to use a range of resources that encourage them to find out how things work, for example, torches, remote control car, compact disc players, ear phones and a computer. They are developing an awareness of calculation in daily activities and when singing songs but are limited in opportunities to develop the link between sound and letter. The provider was also asked to improve support for children with English as an additional language and organise outdoor activities to improve the opportunities for physical play for older children. Currently all funded children understand and speak English but support strategies have been developed and will be implemented when needed. Activities in the outdoor area have been developed and large physical play equipment challenges children effectively. The provider was asked to use observations to plan the next steps for individual children and provide opportunities for parents to share what they know about their child's learning. These two issues have not been adequately addressed and recommendations are being raised at the time of this inspection.

Complaints since the last inspection

On the 30 April 2004 Ofsted received a concern, relating to National Standard 8 and National Standard 10, that a child was not being moved into the next age group and the setting and was not giving the child food. Ofsted carried out a visit to the provision on the 10 June 2004 to investigate these concerns under the national standards.

The visit showed that the child concerned was not old enough to move into the next age group and also there was no space at that time. The nursery would move the child when space became available and they were old enough. The setting did feed the child, but they only attended an afternoon session after lunch had been served, therefore snacks such as fruit and yoghurt were offered, not a meal. The provider did try and address the situation by offering alternative arrangements but these were not accepted by the parents.

Ofsted is satisfied that there was no breach in the national standards and therefore is not taking any further action. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure a record of complaints is maintained.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that observation and assessment and information from parents are used effectively to inform planning for individual children to lead them towards their next steps in learning
- encourage children to talk about shapes of everyday objects and develop knowledge of length, height, weight and capacity
- provide more opportunities for children to link sound and letter.

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