



Bright Beginnings Day Nursery

Inspection report for early years provision

Unique Reference Number	EY290457
Inspection date	25 October 2006
Inspector	Lynn Masterman
Setting Address	Balby Retail Park, Sandford Road, Balby, Doncaster, South Yorkshire, DN4 8PL
Telephone number	01302 850666
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Registered person	Bright Beginnings Day Nurseries Ltd
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 satisfactory. 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 Beginnings Day Nursery Limited is the second private day care facility belonging to this provider. The nursery opened in 2005 and operates from a purpose built two-storey building.

It is located within a small retail park in Balby, a suburb of Doncaster. A maximum of 100 children may attend the nursery at any one time. The nursery is open seven days per week from 07.00 to 19.00 for 52 weeks of the year with the exclusion of bank holidays. It serves families from the local community and surrounding areas. All children share access to a secure enclosed outdoor play area.

There are currently 123 children aged from birth to under eight years old. Of these, 28 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and disabilities, and children who speak English as an additional language.

The nursery is registered to provide overnight care for 12 children. The setting has a sensory bus,

which is parked permanently in the grounds and can be accessed by a maximum of 10 children at any one time.

The nursery employs 20 members of staff. Of these, 15 staff including the manager hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Staff implement and follow appropriate cleaning and hygiene routines. This ensures the environment is clean

and comfortable for children. Spillages are immediately removed and the area cleaned with anti bacterial-spray. Appropriate procedures are in place for nappy changes. Staff accurately record changes, soiled nappies are promptly disposed of and the area is cleaned after use. Children are aware of some personal hygiene rules. For example, they wash their hands after using the toilet, however, they do not routinely wash hands before eating snacks. This does not effectively minimise the risk of cross infection. A suitable exclusion policy, which is shared with parents, ensures children with contagious illnesses do not attend.

Children have the opportunity to participate in a suitable range of physical activities, which contributes to their good health and well-being. They show enthusiasm and are eager to access the outdoor equipment available. For example, climbing frames provide the opportunity for climbing, crawling, taking turns, negotiating space and obstacles successfully. This contributes to the development of their gross motor skills. Staff make use of action songs and simple ring games, which help children to gain confidence and use their bodies in different ways. However, children attending the out of school care join children aged three to five year olds for physical play. Resources are limited and provide insufficient challenge. Therefore, the opportunity to further develop their physical skills is not fully explored.

Children enjoy a well balanced range of nutritious snacks and meals, which develops their awareness of taste, texture and smell. They are given the opportunity to make informed choices about their food, for example, fruit or toast. This helps children develop a healthy attitude to food. Clear information is recorded with parents to identify children's specific health and dietary requirements. This information is routinely shared with kitchen staff to ensure children's dietary needs and food preferences are successfully met. Younger children are offered drinks regularly, while older children can help themselves to drinking water. This helps children recognise their own need for a drink.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in secure premises. Good security systems ensure access to the premises is carefully monitored. Staff carry out a suitable range of safety monitoring as part of the daily routine to ensure the premises remain safe. Children are well supervised, and are becoming aware of their own safety. For example, they are gently reminded to sit on chairs appropriately and not to climb on furniture. Fire evacuation procedures are practised regularly and children are beginning to understand the importance of following procedures. For example, children know when the loud bell rings everyone has to leave the nursery.

Children have access to a very good range of play resources most of which are age appropriate and promote children's development. Resources are well maintained, of good quality and conform to the required safety standards. They are stored at child height and are easily accessible. This provides most children with the opportunity to make informed choices about their play.

Children are appropriately protected as the staff have a satisfactory understanding of their role and responsibilities with regards to child protection matters. They have a clear understanding of safeguarding children procedures and recognise the signs and indicators of child abuse. Most staff are clear about the child protection systems and policies in place. This ensures that children are appropriately safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff have a good understanding of the "Birth to three matters" framework. This is implemented successfully to ensure babies and toddlers are well supported to become competent learners and skilful communicators. Staff sit with the children on the floor, join in their play and talk to them about what they are doing. Babies are given lots of cuddles and enjoy good adult interaction. They access a good range of play resources and activities, which help to promote all areas of their development, particularly their sensory and creative skills. Staff use treasure baskets and natural materials to develop their exploration and investigative skills. For example, babies smile and coo, as they explore newspapers. They are encouraged to scrunch the paper, listen to the sounds and explore texture. Good use is made of floor space to allow children to move around confidently, freely and to promote the development of their physical skills. Staff use soft balloons to help children reach, stretch, squeeze, pull, and to look up and down as the balloon floats in the air.

Children arrive at the setting with glee and enthusiasm. They receive a warm welcome from staff and are eager to play, and explore the environment. They confidently interact with their peer group and quickly show confidence, as they begin to plan and manage their own play. Staff listen attentively to what children have to say, they ask questions and help children to use and build on their experiences through play. Children are able to make informed choices about their play and choose from a good range of purposeful activities. For example, children playing in the home corner dressing dollies suggested the dollies might need a nappy and said,

'We don't wear nappies we wear pants'. This helps children to make links with their own personal care.

Children attending after school care are welcomed into the setting by staff. They know where to hang coats and bags. This helps children to feel safe and secure. They are familiar with the environment and converse with known children of a similar age. They are able to self select and access resources easily. However, the activities and resources provided are not age appropriate, and provide insufficient challenge to promote their development and sustain their interest. Therefore, children are unable to make informed choices and manage their own play.

Nursery Education

The quality of the teaching and children's learning is satisfactory. This ensures children progress appropriately in most areas of their learning. Staff have a sound knowledge of childcare and an appropriate knowledge and understanding of the Foundation Stage. Planning is a team effort and staff make use of long, medium and short term planning to assess children's learning against the stepping stones. Observations are used to inform children's assessment records and plan for the next stage. Records indicate what children have achieved and what they are working towards. Appropriate systems are in place to ensure children access all areas of the curriculum, however, there are some gaps in children's learning. Staff use an appropriate range of teaching methods, including focused activities and free play.

Children show a strong sense of belonging as they greet each other on arrival. They build warm relationships with staff actively seeking support when required. They are sufficiently confident and assured to work and play independently or in small groups. This helps children to become independent learners and manage their own play. Behaviour is generally good. However, staff have an inconsistent approach to the management of children's behaviour. Children are allowed to wander from the group during focused activities and at lunch time.

Children are good communicators and speak confidently. They are able to express their own needs, for example, 'I need the toilet'. They enjoy looking at books and listen to stories attentively most of the time. This helps develop their listening and communication skills. They are able to follow simple instructions, such as 'its time to tidy away now'. Children are beginning to recognise that print has meaning. They have the opportunity for self registration. However, this is inconsistent and does not extend to daily routines. They have some opportunities to use writing for a purpose, and make a list whilst playing imaginatively in the home corner. However, opportunities to ascribe meanings to marks, such as putting their names on pictures are not fully exploited. Staff use materials to help children link letters to sounds and for example, children learn that the letter 's' is for snake and that these animals live in the jungle.

Children are beginning to recognise numbers. They are able to count to 10 and beyond with support. However, this does not extend to daily routines and staff miss opportunities for children to use their knowledge of numbers and calculation. They recognise different shapes, such as circle, square, oblong and triangle. They matched these together competently when building a tower. They are beginning to be aware of comparison and weight. For example, when weighing conkers they know one barrel would be lower than the other due to the number of conkers.

Children have access to an appropriate range of creative activities. This is evident in the planning and in the children's work displayed in the nursery. They have the opportunity to mix their own paint and create their own ideas using a variety of different creative mediums. They use tools, such as scissors, glue spreaders and cutters competently. Children have satisfactory levels of curiosity, independence, imagination and concentration. For example, children know magnetic bricks stick together because of the black dots. This helps to develop children's knowledge and understanding of the world. They have opportunity to explore and investigate everyday technology and the use of programmable toys, which supports their learning through play. They are competent using the mouse and have access to a suitable range of software.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy a warm and welcoming atmosphere at the setting. They develop a strong sense of belonging as they develop meaningful relationships with the staff and each other. They are familiar with daily routine and know when to tidy toys away and get ready for outdoor play. Babies receive lots of cuddles and bond well with their key worker. Staff know the children well and work positively with parents to ensure children's care routines and individual needs are successfully met. Children learn to feel good about themselves as they are encouraged by staff to make choices about their play. They develop self-esteem and confidence as they voice their opinions, make choices and decisions.

Children are treated with equal care and concern. They benefit from an inclusive environment where all children are valued and included. Staff work with parents and relevant professionals to ensure all children, including those with learning difficulties or disabilities and children with English as an additional language are appropriately supported.

Children's spiritual, moral, social and cultural development is fostered throughout the setting. Children learn about the wider world through a range of well-planned activities and play resources, which reflect their local community. For example, children know Diwali is 'The Festival of Light'. They make lanterns, candle holders and cards to send to their family.

Children are generally well behaved, and polite in their response to the expectations of practitioners. However, there is not a consistent approach to the management of children's behaviour and some staff do not always give reason and explanation to help children understand the consequences of their behaviour. This results in children not taking responsibility for their actions and how their behaviour affects others. Children show care and concern for others. For example, children encourage other children hold hands when playing ring games.

Children's care, well-being and development is successfully promoted through clear communication systems. Parents of children under three receive verbal and written feedback about their child's day and achievements. They feel a strong sense of partnership and welcome the approachable attitude and interest from staff.

The partnership with parents of children receiving nursery education is satisfactory and they receive adequate information about the Foundation Stage.. However, parents are unclear of their child's key worker and are not always kept regularly informed of their child's daily

achievements and progression. This limits parents opportunity to be fully involved and extend their children's learning in the home environment. Children's assessment records are accessible and shared with parents.

Organisation

The organisation is satisfactory.

The registered person uses effective recruitment procedures which ensure staff are appropriately vetted and qualified. The induction programme and committed staff team ensures they work together to provide satisfactory outcomes for children. Staff have a commitment to training and the opportunity to access a range of suitable training opportunities. They receive regular support from the person in charge and senior members of staff of the staff team. The setting has a very good range of well written policies and procedures, which include a range of procedures to ensure that children are cared for appropriately when overnight care is provided. All policies and procedures are shared with staff through a well planned induction programme. Most policies and procedures are clearly understood by staff and implemented successfully to provide satisfactory outcomes for children.

Space is sufficiently well organised to allow children to play safely, access play resources and make independent choices, with time for free choice of play. Most staff have a clear understanding of their roles and responsibilities and child to adult ratios are appropriately maintained. This provides children with a satisfactory level of care. Staff are knowledgeable about child development and make sound use of early years guidance, such as the 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage', to provide satisfactory quality care and education. Children receive positive, adult support from a staff team who work well together to provide a warm, friendly and stimulating environment. Overall, the provision meets the needs of the range of the children for whom it provides.

The leadership and management is satisfactory. Practitioners have sound knowledge of child care and an appropriate knowledge of the early learning goals. The manager and staff team work cooperatively together and meet on a regular basis to discuss the children's progress and plan for the next stage of learning. There are systems in place to monitor the quality of teaching. The manager works along side staff to monitor their work practice and offer advice and support. However, there is a continuing number of changes to staff and this effects their deployment in this area. This results in an inconsistency to children's learning and gaps in the quality of teaching. There is a commitment to continuous improvement, reflected in the co-operative working with other professionals, such as the early year's teacher.

Improvements since the last inspection

Care

At the inspection, the quality of care was judged as inadequate. The setting needed to improve: hygiene routines and procedures; staff knowledge about their roles and responsibilities; the emergency evacuation procedures and recording systems ; the security of the premises and the outside area; the safety of staff and children using the play bus; the involvement of parents in

children's care routines; and, the range of activities in line with 'Birth to three matters' framework.

Since the last inspection the setting has taken appropriate steps to improve the standard of care. Policies and procedures work well in practice and suitable systems are appropriately maintained by staff. Babies dummies are now stored in clearly labelled self-contained pots. Staff record all nappy changes and where possible children are changed by their key worker. Staff have access to suitable protective clothing and equipment. The kitchen is clean, used appropriately and suitable hygiene procedures are in place. Baby food is clearly labelled and stored safely. This ensures children's health is appropriately protected.

There is now a clearly defined evacuation plan, which includes the procedures for the evacuation of young children from the first floor. Staff have developed a clear understanding of their roles and responsibilities. Fire evacuation procedures are practised every month, recorded and evaluated to see where improvements can be made. There are appropriate procedures in place that ensure the safety of children and staff when using the sensory bus; two members of staff are now always present, children are supervised to and from the bus and staff take an additional communication system supplied by the nursery. The gate leading to the outdoor play area now has a secure lock and parents enter the building via the main entrance. These improvements ensure children are safe and secure.

Detailed individual care routines are now in place for all children. These are reviewed every three months with parents or when children's individual needs change. Parents know they can access their child's care plan and make changes as and when required. This ensures children's individual needs are successfully met and parents are kept fully informed of their child's care. Staff have successfully implemented the 'Birth to three matters' framework. Children are provided with a good range of activities, which provide young children the opportunity to learn and develop.

At the inspection of nursery education the setting was asked address a number of recommendations with regard to: reviewing the teaching methods to increase opportunities for children to make choices and become independent learners; further developing children's independence skills at the painting easel, snack time, computer, writing station and in imaginative play; providing further resources and activities for children to ascribe meanings to marks, understand the concept of writing for a purpose and recognise their own name; providing regular everyday opportunities to develop children's individual understanding of addition and subtraction through practical activities; further developing opportunities for children to observe and manipulate objects, join construction pieces and materials together and realise tools can be used for a purpose; and, further developing opportunities for children to explore a range of natural materials, explore colour and use musical instruments.

Planned opportunities for free choice of play have been introduced to the daily routine. Children have opportunities to self-select equipment, make informed choice and decisions about their play. They are able to access paint brushes, mix their own paint and paint freely. At snack time they independently pour their own drinks and make choices about their food. Suitable equipment is available for mark making, such as pens, pencils, paper and scissors. They are able to act out imaginary play using a varied range of role play and small world equipment. There has been

some improvement in children ascribe meaning to marks. They have opportunities in their play to use writing for a purpose. This helps children understand print has meaning. They are beginning to recognise letters of their name and can link letters to sounds. Children show an interest in information and communication technology and have the opportunity to operate simple equipment.

Children have opportunity to explore a variety of different textures and natural materials such as sand, water, paint and clay. A varied range of tools such as scissors, glue spreaders assist them in their ability to build models and create their own designs. They enjoy musical instruments and have opportunity to make different sounds. There has been some improvement in opportunities for addition and subtraction using songs and rhymes. Overall these measures have provided opportunities for children to work towards the early learning goals.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action in order to meet the National Standards. Concerns were raised in relation to Standard 11 Behaviour management. An investigation visit was carried out by a child care inspector, observations were made and the concerns were discussed with the provider. Four actions under Standards 11, 12 and 13 were raised to ensure the provider met the National Standards. The provider agreed to comply with these actions and 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

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):

- improve children's awareness of good hygiene practice
- ensure children attending the out of school care have the opportunity to access a suitable range of activities according their age, stage of development and individual needs

- ensure staff have a consistent approach to children's behaviour.

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):

- plan to use daily routines and activities to pose simple mathematical problems and further promote writing skills for more able to children
- improve the links with parents to keep them informed about how their child is progressing to the next stage of learning
- develop further the system for evaluating and monitoring the quality of teaching to ensure staff have a consistent approach to children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk