



Bright Start Day Care (LTD)

Inspection report for early years provision

Unique Reference Number	EY319302
Inspection date	12 September 2006
Inspector	Catherine Greene
Setting Address	6th Harrow Scout Centre, 1A Walton Road, Harrow, Middlesex, HA1 4UX
Telephone number	
E-mail	
Registered person	Bright Start Day Care (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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bright Start Day Nursery opened in 2006 and operates from the 6th Harrow Scout Centre in a residential area of Harrow. A maximum of 26 children from two to under five will attend the nursery at any one time. There are currently 17 children on roll of these three children receive funding for early education. The setting opens each weekday from 08:00 to 17:00 and there is availability of an 08.00 to 18.00 session. They are open all year round with term time only places available. Children share access to an enclosed garden.

The nursery supports children with learning difficulties and disabilities and also supports a number of children with English as an additional language. The nursery employs four appropriately qualified members of staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow good health and hygiene practices. For example, children learn the importance of washing their hands before eating, or after using the toilet, and staff use effective procedures when changing nappies or preparing snacks.

Lunch times are sociable and children are able to eat at their own pace without feeling rushed. Children are provided with suitable healthy snacks each session. They choose from milk or water to drink. Their lunch boxes, which parents provide are suitably stored. Staff liaise well with parents, ensuring that any children's special dietary requirements are appropriately met. Children can help themselves to drinking water, which is always within their reach, if they are thirsty.

Through topic work and daily discussion children learn well about healthy living and the importance of exercise. Children are developing their fine manipulative skills as they use scissors to cut materials, spread glue and hold pencils and paint brushes of differing sizes. Each day children have good opportunities to enjoy physical activities and practise their co-ordination skills. For example, they climb and balance using wheeled toys and tunnels. Resources are sufficient for the numbers of children in attendance at present, however the choice is limited as this area is currently being developed. Children can rest according to their needs as the setting provides comfortable bedding in a quiet corner.

If children are ill or have accidents they are suitably looked after as staff have current first aid training, and good knowledge of medication and accident procedures.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and welcoming environment. Good organisation means that children can move around freely, safely and comfortably. The displays of children's work and photographs help to make a friendly, child centred space.

Staff are aware of any hazards in the setting and when using the grassed area in the corner of the buildings for outdoor play. They take appropriate measures that include regular risk assessments to ensure children's safety and well-being. However, the gate into the garden and main entrance relies on being secured by adults as they come and go. This could be compromised if not secured properly.

Children enjoy making choices in their play as the toys and resources are stored at low levels and are easily accessible. For example, a group of children have fun playing with roads, garages and cars, while another group of children enjoy playing in the home corner using their imagination as they dress up.

Children are well protected through staff's secure knowledge and understanding of child protection issues. The staff group attend child protection training to update their skills and knowledge.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily to nursery and are eager to learn and to take part in the activities available. The activities are well planned and include strategies designed to help all age groups learn and progress. Children enjoy being in the setting and are encouraged to have fun. Staff relate very well with the children.

The setting has devised a good system based on the 'Foundation Stage of learning' and 'Birth to three matters' to record the progress of the children attending. Staff are given key roles in the group for observing and monitoring and they work closely with the children to help ensure each child's progress is monitored and their learning is encouraged on an individual basis.

Nursery Education

The quality of teaching and learning is good. Children are confident in the setting and understand when they should concentrate and listen. They are very attentive at story times and enjoy books and rhymes. They participate and contribute well in group activities such as circle and registration times. Staff plan interesting activities in small groups, that encourage children's language and communication skills and mathematical development. In their daily play and routines children practise counting and use numbers. For example, as they count the number of marbles they enjoy connecting, constructing and looking at the directions of the tubes when building the marble run.

Children have many opportunities to develop their creativity for example, they can paint and draw freely and have access to a variety of tools and craft materials, which also help to develop their small muscle control.

Children learn about their lives, the environment and about others lives through interesting topic work and themes. There are satisfactory resources in the setting that help children to begin to learn about their own and others different cultures and beliefs.

Children make good individual progress because staff have a secure understanding of how children learn effectively and use their self-chosen play to extend their learning. They adapt their questioning techniques, according to the age and ability of the child, and implement sound teaching methods to introduce an exciting range of activities and experiences to all children. Staff encourage children to lead their own learning and this is successfully achieved by a well developed routine, with a good balance of child and adult initiated activities.

Children are eager to learn and concentrate well showing good perseverance with activities. They co-operate and negotiate roles, for example when acting out their imagined ideas in role-play, they value one another's ideas. Children listen with great excitement to stories and suggest their own endings. Children independently use a range of tools and materials and freely access a variety of resources from the different areas in the room.

Effective use is made of time and resources to provide children with opportunities to engage in physical activities, including music and dance. Children show great interest in examining the mini beasts brought in for the nature table, this leads to much discussion about how to care

for spiders and snails and the environment they live in. They learn about themselves and their families through discussion and topic work and talk about their local community and the wider world.

Staff observe and monitor children's progress regularly in a variety of different ways and this is used to identify individual targets for children to work towards each term. Realistic expectations of children and good individual knowledge of what children already know and can do will help them to consolidate their learning before moving onto the next stage.

Helping children make a positive contribution

The provision is good.

Children are welcomed and play a full part in the nursery because staff value each child as an individual. Children are confident and show good self esteem responding to individual praise and encouragement. They work well together, they co-operate and take turns with the activities and during circle time and using the outdoor equipment. Although relatively newly settled the children already understand the rules and routines of the setting well. Children interact very well with each other and with the adults present. They have made firm friendships and enjoy each other's company. They learn to be independent and have good opportunities to choose what they want to do, they are always busy and purposely occupied. However, resources that reflect positive images of gender, culture, disability and religion are limited.

Children behave very well, their positive behaviour is encouraged by the staff, who offer continuous encouragement, praise and rewards and act as good role models.

The manager is the special needs co-ordinator. She has firm plans in place to ensure all children including those with learning difficulties and disabilities are able to learn and develop appropriately in the setting. Good methods of communication are fundamental and staff are skilled at ensuring appropriate measures are in place.

The partnership with parents and carers is good. Parents are welcomed and staff have good ideas about how to further involve parents in the setting. Children benefit from this open and close partnership. Parents are well informed and receive regular newsletters. Staff are always available to talk to parents ensuring children's individual needs are met. There is a parents handbook giving information about the curriculum offered, the topics for the term and the planned learning objectives. Parents are invited to spend time in the setting observing their children's progress. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children benefit from a well organised and efficiently run provision. All staff are suitably vetted and are experienced in childcare. They receive good induction when joining the setting and are encouraged to train and attend short courses to develop and enhance their knowledge and understanding of childcare and education. Un-vetted adults who may visit the setting do not have unsupervised contact with the children. The manager has developed an effective operational

plan, and a good range of policies and procedures, which are relevant to the setting and are used to ensure all children's well being.

The daily registration systems used are suitable with the times of adults and children's attendance adequately recorded for overall safety. The setting ensures high adult to child ratios are always maintained, this allows staff to continuously support children's play and activities and provide individual care and attention.

The leadership and management of the setting is good. The manager has a very good understanding of the Foundation Stage and early learning goals and staff are well supported. Staff have a strong vision for the future and development of the nursery which has opened in these premises under six months ago. Regular appraisals and weekly staff meetings are used to help build a strong team where all the staff are valued and encouraged to contribute. Staff meetings are used for staff training, to evaluate the provision offered, to plan activities and to discuss children's progress and individual needs.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since 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):

- improve the security at the front gate

- increase the range of resources and play materials to meet the demands of a growing number of children. Paying particular attention to outdoor toys and those that positively reflect different cultures, genders and abilities.

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):

- continue to develop the systems for recording children's observations, to clearly show what children know and can do. Use to inform future planning to help all children make progress and take the next steps in their 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