



Bright Beginnings Nursery (York) Ltd

Inspection report for early years provision

Unique Reference Number	321508
Inspection date	01 November 2006
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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 Beginnings Day Nursery is a privately owned provision, which was registered in 1998. It operates from a two storey detached house in the Rawcliffe area of York. Care is provided for children aged three-years-old and over on the ground floor and those under three-years-old are cared for on the first floor. Toilet and nappy changing facilities are available on both floors and there are two enclosed areas for outdoor play. The nursery is open each week day from 07.30 until 18.00 all year round with the exception of Bank Holidays. Children from 15 months of age may attend.

There are currently 82 children aged from 15 months to four-years-old on roll. Of these, 32 children receive funding for nursery education. Children come from the local community and surrounding areas.

The nursery employs seven members of staff, all of whom hold appropriate early years qualifications, including qualified teacher status. In addition there are three relief members of staff. The nursery is a member of the National Day Nursery Association (NDNA), the Pre School Learning Alliance (PLA), the local early years partnership and is working towards achieving a recognised quality assurance award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are kept healthy because they are cared for in an environment where staff follow effective procedures and practices in their daily routines to help prevent the spread of infection. For example, they clean the tables thoroughly before and after meals and routinely wear aprons when preparing and handling food. They regularly clean the toys and equipment and routinely record when this has been done. Effective practices are followed when changing the children's nappies. For example, staff routinely wear disposable gloves and wipe the changing mat down thoroughly after use. Parents are provided with clear information about the nursery's policy for the care of sick children, which includes details of infectious diseases and the time periods children should not attend if they contract these.

Children learn the importance of personal hygiene through daily routines. For example, the older ones know that they need to line up ready to wash their hands for snack as they come in from outdoor play. Most understand the importance of using soap at these times. The provision for drying their hands afterwards, however, is not always effective in helping to prevent the spread of infection. For example, paper towels are available but some children choose not to use these and share a towel instead, which is also provided in the area. In addition, staff use the same face cloth for more than one child when cleaning their hands and faces after lunch. Whilst they ensure the same side of the cloth is not used for more than one child this practice still poses a possible risk of cross infection.

Food for the children's lunch is brought from home. Parents are asked to include an ice pack to keep the contents cold and staff use a probe to ensure the correct temperatures are reached when any ready cooked food is reheated. The children are able to choose from items, such as fruit, bread sticks or cheese and biscuits at snack time and they are encouraged to have plenty to drink, at meal times and during the sessions. Staff ensure that any individual dietary needs the children may have are met to ensure they remain healthy and they encourage the children to learn about why particular food is good for them. For example, they talk about the benefits of eating fruit and vegetables as part of a creative activity when they use these items to make prints.

High priority is given to fostering the children's physical development. For example, staff make very good use of the well equipped outdoor area and use their sound knowledge of the 'Birth to three matters' framework to provide a range of physical play experiences for the children under three who attend. As a result, the children relish being in the outdoor area. They show great excitement when they know it is time to go out and enthusiastically take part in activities,

such as chasing bubbles. They squeal with delight as they try to catch the bubbles and show great curiosity when they burst.

The three and four-year-old children show a very good awareness of space. They move around confidently and with control and learn to move well in a variety of ways. For example, they know to put their arms out to the side when asked to find a space during physical activities. They can confidently jump using two feet, stretch up high and jog on the spot. They show very good coordination as they attempt to hop and swing their arms at the same time and demonstrate very good catching and throwing skills. For example, they successfully catch different sized balls as they throw these to one another and can accurately throw a ball through a hoop. They enthusiastically rise to the challenge as staff make the activity more difficult, such as asking the children to try throwing the ball through two hoops.

All children are able to rest according to their needs. For example, staff follow the youngest children's sleep patterns as discussed with their parents and the older ones are able to sit quietly as and when they want. The older children know the effect that exercise has on their bodies and suggest a number of ways they can warm themselves up when they use the outdoor area on cold days, such as stamping their feet and rubbing their hands together.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's risk of accidental injury is minimised very effectively in the extremely well organised setting, which has excellent safety and security precautions. For example, parents and visitors are admitted by staff and no unauthorised person is allowed access. Identification is verified and the visitors' book completed. All areas are maintained to the highest standards and are adorned with vibrant murals, posters and displays, which include examples of the children's work. This provides a rich, stimulating and welcoming environment and shows the children's efforts are valued and appreciated.

Comprehensive safety policies and procedures are in place, which are consistently implemented and regularly reviewed. Staff are made fully aware when they are first employed that they all share responsibility for the safety of the children and each other. They use thorough risk assessments to reduce potential hazards. For example, daily checks are carried out on all areas inside before the children arrive and on the outside area before they go out to play. In addition, staff routinely count and record the number of children who go out to play and count them in again to ensure everyone is safely back indoors.

Fire fighting equipment and electrical appliances are regularly checked and high priority is given to the fire drills, which are held each month. The owners innovatively present staff with different scenarios during the drills, such as not being able to access a particular exit, which they are not made aware of in advance. As a result, the staff are fully aware of what action they would need to take in a number of possible situations that may arise in the event of a fire. In addition all drills are clearly recorded, which means effective monitoring can take place.

Staff have an excellent understanding of how to achieve a balance between freedom and setting safe limits and how to involve the children effectively in organising their environment. For

example, the three and four-year-olds know that they must ask before they access the toilets, which are situated in the entrance and that they must put on one of the two tabards so staff know how many children have left the room.

Children use a very good range of well maintained toys and resources both indoors and outside. These are appropriate to their age and stage of development and are very well organised in clearly labelled boxes, which are stored in child-height furniture to encourage independent access. Staff make excellent use of the role play area in particular to provide children with a range of experiences that clearly capture their imagination. For example, setting this up as a hairdressing salon.

Children are well protected by staff who have a clear understanding of the nursery's policies and procedures in regard to protecting children from possible abuse. They all attend training in child protection as part of their induction, have a good understanding of their responsibilities and know what to do if they have concerns.

Helping children achieve well and enjoy what they do

The provision is good.

All children arrive very happy and eager to participate and those who are new to the nursery are helped to settle by staff who are sensitive towards their individual needs. Children under three-years-old make good progress because they develop strong bonds with key members of staff and benefit from routines, which are consistent with their experiences at home. Staff's sound knowledge of the 'Birth to three matters' framework provides them with a varied range of experiences, which enables them to make sense of the world and express their ideas. For example, they learn to be creative as they paint shapes, which represent a pumpkin, learn about texture as they play with sand and develop their physical skills as they pour to and from containers when playing with water. They also have very good opportunities and support from the staff to develop their communication skills. For example, staff enthusiastically respond to the sounds of the very youngest children during play and they provide lots of opportunities for the children to take part in singing and action rhymes, such as 'Roly, poly' and 'Sleeping bunnies'. The children are very confident in their relationships with the staff and each other. They play happily together and with adults. For example, they delight in using resources, such as the tea set and construction equipment.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate a very good understanding of the Foundation Stage curriculum and offer a good balance of adult and child-led activities, which allows the children to learn at their own pace. They have very good relationships with the children and use questioning very successfully to challenge their thinking and language skills. The play room is well organised and activities are well planned and cover all aspects of the six areas of learning. Effective systems are in place to record the children's progress and development. Assessment records for each child clearly show their achievements and are used effectively by the staff to plan for the next steps in their learning.

Both the three and four-year-olds are very interested in the activities offered. They are eager to learn, self-assured in their play and confident to try new experiences. For example, they enthusiastically act out going to the hairdressers in the role play area. Their imagination is a delight to observe as they pretend the nursery's empathy doll is their client. They carefully place a towel around her shoulders and give her a magazine to read as they style her hair. They also enjoy acting out other roles, such as dressing up as a fireman and a nurse. They do not always have the opportunities, however, to explore these activities fully as they are sometimes interrupted by the daily routines, such as tidying away for snack.

Children listen with interest and take an active part in stories, such as 'There's a rumble in the jungle' when they delight in wearing masks and joining in with the animal sounds. They also select books to look at independently. They handle these carefully as they look at the pictures and pretend to read the story. They demonstrate very good language skills. For example, they confidently name a number of different animals and clearly explain what they are doing during activities, such as role play. They show a keen interest in letter sounds as they use the 'Letter land' resources and they are all able to recognise their own name card at group time and as they find their name tag to put on their coat peg on arrival. They make good use of the well resourced mark making area. For example, they use writing for a purpose during role play as they record appointments for the hair salon in a diary and pretend to complete the register. Some of the four-year-olds can write their own name independently. Staff have not, however, considered making the children's name card readily available to support the writing activities of the younger and less able ones.

Children show an interest in how things work. For example, they are fascinated by the convex and concave mirror in the role play area and are very keen to explain how objects look larger if one side is used. They understand the purpose of hairdryers and telephones and show good design and making skills as they make their own treasure maps and envelopes to put their treasure in. They show a very good understanding of the weather and the seasons. They correctly identify the changes in the weather as the day progresses and they know that it is currently autumn and this is a time when the leaves fall off the trees.

Children show a keen interest in numbers. For example, they join in enthusiastically as they count how many girls and how many boys are present at registration. They show a good understanding of simple calculation as they identify whether there are more boys than girls and rise to the challenge of taking two away at a time during rhymes, such as '10 fat sausages'. They show a good understanding of size as they identify they need a larger piece of paper as they make an envelope for their treasure and they are able to confidently name a number of shapes, such as a circle, triangle and square. Some of the four-year-olds are able to identify more complex shapes, such as a hexagon and a pentagon. They learn about capacity as they play in the sand and water and staff have identified that they would like to include more baking activities in the planning of activities to help the children learn about weight.

Children's physical skills are developing very well. For example, they demonstrate good catching and throwing skills and have opportunities to develop their climbing and balancing skills as they use the equipment in the outdoor area. They use pencils with good control during mark making activities, are able to put on their own aprons and manipulate dough to make various objects.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the nursery. Staff value each child's individuality and meet their needs well. Children's behaviour is very good and a calm atmosphere is evident throughout the nursery. Staff are very good role models for the children to follow. They support the youngest ones very well in sharing and turn taking and have high expectations and set consistent boundaries for the three and four-year-olds. For example, they involve the older children in drawing up the behaviour rules for their room. This helps them to learn right from wrong and take responsibility for their own behaviour. As a result, they readily share, take turns and take on responsibility. The older children show a caring approach to any new children and readily show them what to do, such as sitting in the story corner for group time. They all follow the routines very well. For example, even the youngest children know that when they hear music playing it is time to help tidy the toys and equipment away.

Children have good opportunities to learn about the wider world and their local environment through a range of activities. For example, they learn about a different festival or celebration each month including the Chinese New Year, Diwali, Christmas and the Dragon boat festival. They visit the nearby library, nature reserve and park and take part in fund raising events for charities. They benefit from visitors to the nursery, such as the local fire crew, police officer and librarian who share their skills with them. Staff make excellent use of the nursery's empathy doll 'Amelia' to help the children learn about taking care of others. For example, they are encouraged to dress her, involve her in their activities and put her to bed. This positive approach fosters children's spiritual, moral, social and cultural development very well.

All children benefit from the very positive partnership staff have developed with their parents. The youngest children settle well because staff work closely with their parents to ensure they follow their home routine. Staff share important information about the children's care needs and the activities that they have been involved in each day. For example, they make themselves readily available to talk to the parents and provide written information through the daily sheet they complete for the under threes.

The partnership with parents and carers of the children who receive nursery education is good. They are provided with clear information about the Foundation Stage and are kept well informed about how their child is progressing and developing. For example, parents are invited to attend open evenings, are able to take their child's records of progress home to view and are welcome to add their comments. Regular newsletters, which are very well presented, keep them well informed about forthcoming events and information about the current topic is displayed so parents can encourage their child to bring in objects relating to this. Parents speak very highly of the nursery, the staff and the care provided.

Organisation

The organisation is good.

Children's care needs are met very well and the leadership and management of the nursery education is good. The premises are very well organised with indoor and outdoor space laid out to maximise play opportunities for the children. Activities are well planned and presented.

There are comprehensive policies and procedures, which clearly show how the nursery operates. These are shared effectively with the parents. The one exception to this is that the complaints procedure does not include the up to date contact information for Ofsted. All legally required documentation, which contributes to the children's health, safety and well-being is in place. This is very well organised and stored securely.

Children benefit from high levels of qualified and experienced staff who are effectively inducted. They are very enthusiastic and work very well together as a team. The appraisal system ensures that the nursery's comprehensive policies and procedures are implemented consistently and staff show a commitment to improvement and development through training. They regularly reflect, monitor and improve the quality of the care and education through staff meetings, parent questionnaires and by working towards a quality assurance award.

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

Improvements since the last inspection

At the last inspection it was recommended that the nursery improve the documentation in relation to the accident and medication records and that they consider implementing further opportunities for children to express their own ideas and feelings during some physical activities and provide more challenge for the older children when climbing on the outdoor equipment. Staff now ensure that the parents acknowledge and sign any records of accidents or medication that is administered. The outdoor area has been redesigned and now incorporates a role play area, a sensory garden and new climbing equipment has been purchased. The improvements have added significantly to the organisation and the children's learning and development.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 hygiene procedures in relation to hand washing and the cleaning of children's hands and faces after lunch
- ensure parents are provided with the up to date contact information for Ofsted.

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):

- improve the organisation of the daily routines to reduce the number of times that children's play is interrupted.

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