



## Bright Smiles

Inspection report for early years provision

<b>Unique Reference Number</b>	EY251318
<b>Inspection date</b>	22 November 2006
<b>Inspector</b>	Elizabeth Margaret Grocott
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<b>Registered person</b>	Pauline Ann Bazeley
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 Smiles Day Nursery is privately owned and has been registered since 2003. It operates from the ground floor of a converted house in Hoylake on the Wirral peninsular. There are four main playrooms which accommodate the different age groups of children; an entrance hall, toilet and staff facilities as well as a large secure outside play area.

The nursery is open Monday to Friday between the hours of 08.00 and 18.00, throughout the year. There are currently 41 children aged from six months to four years on roll. The provision is in receipt of funding to provide nursery education for three and four-year-old children. The nursery supports children with learning difficulties and disabilities and also children who speak English as an additional language.

All staff hold appropriate childcare qualifications and are encouraged to access additional external training. The nursery also have the support of an early years advisory teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is promoted effectively as staff follow sound procedures. These include using disposable gloves when changing nappies and cleaning changing mats with anti-bacterial spray. Staff also wear disposable aprons and gloves when preparing and serving food. Adults wear slippers indoors, so as not to contaminate the floors where children play and crawl. Children are protected because staff complete medication and accident records carefully. They do this immediately an accident happens or as medication is administered, which helps to make sure that records are accurate. Should an accident happen, children are treated appropriately because all staff members hold current first aid certificates. Babies' needs are met well, as staff follow their individual routines, such as sleep patterns and meal times.

Children are well nourished and eat healthy meals as staff have a good understanding of healthy eating. All nursery meals are home-cooked with fresh ingredients. Children become involved in the preparation of their food. For example, they prepare their own pizzas at teatime and watch them cook. Younger children bake banana cakes and parents are involved in devising the menu, to ensure children's preferences are observed. At teatime children select from banana, kiwi, grapes, plums, pear, mixed dried fruit, carrot, cucumber and a variety of rice cakes and crackers. They have free access to drinks throughout the day helping to keep them hydrated.

Children develop physical skills well, as they regularly access the outdoor area to enjoy climbing, 'building work', wheeled toys and ball games. Older children have some of their activities outside regularly, so they have opportunities to enjoy fresh air, whilst they are playing.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a safe and well-organised environment, where the temperature is comfortable and the toys are at low level, so they can easily choose what they want to play with. The environment is appealing to children and their families, as it is brightly decorated with posters and children's artwork. Information for parents ensures they are fully informed about their child's care. All areas are well maintained, clean and provide comfort for staff as well as children. For example, low-level seating enables staff to sit comfortably and cuddle children maintaining a home like atmosphere.

A good range of resources meets the needs of children attending. These are safe and suitable for their ages and stages of development. They include a selection of toys that help children to learn about the wider world. All resources have labels with both pictures and words, helping children to learn where they belong. Good use is made of the outside area, which is fully fenced and accessed directly from some of the rooms. Preschool age children enjoy many of their activities out of doors. For example, they enjoy working on the 'building site' as they move bits

of wood, pipe and scaffolding to create their own works. A cleaning rota ensures that hygiene is prioritised at all times.

Children are well safeguarded by the procedures in place to protect them. For example, staff are vigilant in making sure that children are never left alone with an adult who has not been vetted. Comprehensive risk assessments are used to monitor and promote safety, with the exception of the laminate floors in some of the group rooms. Children take off their shoes to keep the floors hygienic, however, this leads to some incidents of slipping.

Children are supported and supervised effectively because staff are deployed well. Staff are involved in playing with children at all times, whilst also being aware of what they are doing. Children are kept safe from possible harm or abuse because staff are very clear about their role in child protection. The child protection policy contains all of the required information, and staff have a good understanding of the signs and symptoms of abuse. They know what action to take should they have concerns about a child in their care. This ensures they quickly recognise when a child is in danger and can act in their best interests.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are cared for in a bright, colourful and welcoming environment, which has a 'family' atmosphere. Staff are friendly and approachable and help young children settle well. This means that children are happy and secure. Children develop confidence in making their needs known, as they can be sure of a kind response. They develop independence in both practical skills as well as choosing activities. For example, children help themselves to drinks when they are thirsty, put their own coats on for outdoor play and choose which toppings they would like to have on the pizzas they are making. Tweenies and toddlers bring books and position themselves comfortably on laps, for staff to read to them. Babies paint, play with jelly and view themselves in mirrors. Staff instinctively get paper and crayons, when babies want to draw on the inspector's paper.

Children make good relationships with staff and each other and enjoy the positive interaction they receive from the adults working with them. They are involved in a variety of activities that promote learning in all areas of development. Staff plan activities for younger children, in line with the 'Birth to three matters' framework, so that it is focused and includes achievable activities that encourage children's development. Staff complete assessment records, which are used to inform children's starting points as they move on to the Foundation Stage.

Nursery education.

The quality of teaching and learning is good. Key staff have a secure knowledge of the Foundation Stage, which they use to plan a broad range of activities and learning experiences. The planning clearly links with the stepping-stones towards the early learning goals, which means all areas of learning are covered.

Staff support children in their activities. They interact with the children throughout and ask questions that are open ended. Weekly learning opportunities are detailed and show how each

area will be used to promote the stepping-stones and how specific opportunities will be provided. The planning is a thorough system and all staff follow this to ensure that children achieve the desired aims. Assessments of children's progress are completed. These relate to the stepping-stones and include observations of the individual child. Any areas for development are identified. The planning does not currently show differentiation for more less able children.

Staff manage children's behaviour effectively, for example, staff talk to them quietly about their behaviour in a way that they can understand. Staff encourage children and talk positively to them. The routine runs smoothly through the session and allows plenty of time for each activity. The meals are managed in a relaxed manner so that children can eat well and chat socially with the adults.

Children are sociable and confident. Most arrive with excitement, and immediately engage in what is available to play with. Children are keen to take part in the activities offered, and concentrate well. They are involved in a good balance of both adult led and self-chosen activities. They are encouraged to think of others and be helpful. For example, at circle time each person is asked 'how are you today' and 'what did you do last night?'. Children that are more able can be seen to help others, for example, putting plastic gloves on, ready for the baking activity. They develop a strong sense of being part of a community in fundraising for a charity by baking cakes. They learn about their local environment as they walk around the grounds observing aspects of nature, and through topic work like 'People who help us'. Staff know children well, and talk about them as individuals.

Children have many opportunities to use language to communicate. Most children are confident to talk in a group about events in their lives. They initiate conversations and chat to each other as they carry out their activities, for instance, when sitting together at the computer deciding which item to select. Children learn to recognise their own name in a variety of ways. Their coat pegs and tablemats have their name on, and they are encouraged to write their names on their work. They regularly hear and use initial sounds and progress to linking sounds and letters. Children have daily opportunities to write in role play, and at the writing station. Some children are able to recognise their friend's names as well as their own. They take regular trips to the local library to choose books and frequently go to the cosy corner to choose a book to look at.

Children love to sing number songs and competently use their hands to add the appropriate actions. For example, in the 'monkey's jumping on a bed' song, children remove one finger to demonstrate that one monkey has fallen off. Staff provide objects and pictures to aid children's understanding of 'taking away' as they sing. Good opportunities are created during activities for children to begin to understand the early concept of addition and subtraction. Children are able to count items, such as pieces of fruit on the plate. Some know that there are not enough left for all of the children to have one and count the children to prove the point. One child asks another 'how many ice creams, have you got?'. They confidently count by rote beyond 20 in a group and use the 'number line' to recognise numerals one to 10. Children notice numbers around the room, and one child, points out a small number 10 on the water jug. They are learning about shape and positional language through planned activities, and discuss at circle time, whether they live in a big or small house.

Children explore using their senses through a variety of activities, such as sand, water, jelly play, art and craft, food tasting and experiments. For example, children observe cheese melting as it becomes hot. They sample various Chinese foods during their New Year's celebrations and squelch jelly between their fingers as they play with it. They learn how to operate simple IT equipment and use the computer with enthusiasm. A four-year-old child tells a younger child how to use one of these, demonstrating confidence with the equipment. They explore items in different ways, for example, by rubbing play-dough on their cheek and touching it on their lips to feel the texture.

Children move around with confidence and co-ordination showing an awareness of others as they choose activities while they play. They learn particular skills in using large equipment during outdoor play sessions, and an awareness of their bodies when taking part in music and movement. They regularly walk to the local park and to the library. Children develop a good range of physical skills. For example, they pour their own drinks very confidently with one hand, watching intently as the milk goes into the cup until they have enough. They use a wide range of small equipment which develops their hand-eye co-ordination including scissors that make special patterns, paintbrushes, pens and pencils, pegs, and cutlery at meal times.

Children develop creative skills with different materials. They build confidently with construction toys and help to make the play dough for the session. They explore with shaving foam, and particularly enjoy role play. They are introduced to rhyme and rhythm as one child is poking his ear and the adult says, 'what's in your ear dear?' and later, when spreading his jam on his toast she says, 'toast and jam Sam'. Children delight in this and fall about laughing.

### **Helping children make a positive contribution**

The provision is good.

Staff care for children, meeting their needs well, which contributes to children feeling settled and secure. Children develop an awareness of a diverse society through topic work and as they see positive images in their environment and play equipment. They are encouraged to talk about home and their experiences in order to appreciate and value each other's similarities and differences. They celebrate different religious and cultural festivals through the year, such as Diwali and Christmas. Children's spiritual, moral, social and cultural development is fostered.

Children develop self-esteem, due to the inclusive and caring environment provided. Staff work in partnership with parents seeking information about routines and how best to assist a child. All children are included and valued equally. The designated special educational needs co-ordinator has a good understanding of her role and responsibility and ensures the group is able to cater for children's individual requirements.

Children work harmoniously with others and learn to take turns and share. Children are beginning to be aware of their own needs and the needs of others, for example, sitting and listening carefully when other children are talking at circle time. Staff expectation of children's behaviour is high and positive praise and encouragement is offered regularly.

Partnership with parents and carers is good. Children benefit from the clear liaison with parents about feeding, accidents and other information at the beginning and end of each day. A quarterly

newsletter, parent questionnaires and daily diaries all contribute to keep parents well informed. Parents are confident to approach staff and are pleased with the level of care and information offered. Children's development and learning is enhanced, as parents are encouraged to participate by sharing information about their child with staff and by continuing themes at home. Parents are regularly invited into the setting to discuss the child's progress and view their work. This includes parents of younger children as well.

## **Organisation**

The organisation is outstanding.

Robust systems ensure that children's welfare and safety is promoted. Regular daily routines ensures children know what to expect next, which helps them feel settled and secure. Training is prioritised, to enable staff to continue their professional development and time, space and resources are well organised. Staff work very well as a team and communication systems are exceptional. They share a desire to improve the quality of care they offer to children.

Staff ratios ensure that children are well supported in their activities and that they have regular opportunities to interact with adults to develop their learning. Children are well occupied and interested in their activities. A comprehensive operational plan is in place and works in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. All documents are stored confidentially and maintained appropriately.

The leadership and management of the setting is good. There is a commitment to improvement for the provision. Staff appraisal, review meetings and evaluations of care and education, combined with parent's views, give the provider an overview of the effectiveness of the provision. There are clear plans for future improvement, for example, the creation of a vegetable garden for children to grow their own foods that will enhance the learning environment for children.

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

## **Improvements since the last inspection**

At the last care inspection the provider was asked to: develop senior staff's knowledge and understanding of child protection issues; ensure that a policy protected the children from hazards in the outdoor area; and provide children with a range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

Since the last inspection, staff have attended child protection training and are clear about their role. The risk assessment is comprehensive and includes the outdoor area. A fence has been erected on top of the wall to minimise the risk of children climbing. This again ensures children's safety. The nursery continues to build the resources that help children to learn about diversity and to value similarities and differences in society.

## **Complaints since the last inspection**

Since the last inspection 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.

## **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 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):

- assess the risks to children in relation to slipping on laminate floors and take action to minimise these.

#### **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):

- develop planning further to show how activities are differentiated to meet the learning needs of all children.

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](http://www.ofsted.gov.uk)