

Brightstart Childcare & Education

Inspection report for early years provision

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| Unique Reference Number | EY342404 |
| Inspection date | 21 March 2007 |
| Inspector | Bharti Vakil |
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| Registered person | Brightstart Childcare & Education 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?

Brightstart Childcare and Education was registered in 2006, the baby unit started to operate in March 2007. This nursery was formally known as Brightstart Pre-School which opened in 2003. It is owned by Brightstart Childcare and Education Limited. The setting operates from Kenton Methodist Church Hall, which is located within the London borough of Brent. Children have access to one large hall, one small hall and an enclosed outdoor play area.

A maximum of 30 children may attend the pre-school at any one time. It is open each week day from 09.30 to 15.00 for 49 weeks a year. There are currently 33 children aged from 16 months to under five years on roll. Of these, 19 children receive funding for early education. The pre-school currently supports a number of children who speak English as an additional language.

There are eight members of staff, five of whom, including the manager, hold a relevant childcare qualification. The setting receives support from the Local Authority and is affiliated to the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and welfare is fully promoted as the setting sustains good standards of hygiene throughout the areas used by the children. Staff consistently wear disposable gloves for nappy changes, thereby reducing cross infection. Children learn about healthy hygiene practice through the routine because procedures to promote this are securely in place. They are developing good self-care skills, as they are encouraged to wipe their noses with tissues from a box which is easily accessible. They understand that germs can cause illness. Children are protected from the spread of infection as they do not attend when they are ill. Good procedures are in place for managing accidents and administering medication. Four staff hold valid first aid certificates which enables them to confidently deal with any accidents or administer medication.

The parents provide children's packed lunches and the setting offers mid-session snacks and drinks. Fresh fruit, raw vegetables and milk are routinely offered. Younger children are offered drinking water throughout the day while the older children are able to help themselves to water any time, although, children do not have opportunities to help themselves to snacks. Children's understanding about the importance of healthy eating is promoted. Consequently, the children begin to understand the connection between eating well and staying well. Children sit around tables together for snack and lunch time, which creates a social atmosphere and promotes social skills. There are good systems in place to ensure that staff are aware of and adhere to children's individual dietary requirements. The food preparation area is kept clean and suitable food safety procedures are in place.

Children are developing a positive attitude to physical exercise. They are enthusiastic and participate in a range of activities such as sliding, crawling, target throwing and balancing. One child excitedly says to another as they roll balls knocking down skittles 'We've done it.' Children's fine muscle skills are developing well as they have access to many worthwhile activities. All children are given good support as they post shapes, use rolling pins, cut with scissors, sharpen pencils and use the computer mouse. This develops their confidence as well as skills such as hand-eye coordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean and well maintained environment. The organisation of space allows children to move around freely and comfortably. Staff greet children and parents warmly as they arrive. The halls are organised for the varying ages of the children in attendance, with a separate area for the children under two years old. The displays of posters and children's art work make the older children's hall welcoming. However, the younger children do not benefit from similar surroundings. Children's individual needs are met well because there is an appropriate range of furniture, toys and equipment which is well maintained. Resources are stored within easy reach of the children which means that they are able to make independent choices.

Staff are deployed well which enables them to supervise and interact with children. Children's risk from accidental injury is minimised within the setting; any potential hazards are identified and rectified as quickly as possible. For example, at the inspection the tiny crayons accessible to young children were removed to ensure children remain safe. Staff monitor entrance at the

beginning and end of the sessions to make sure children are dropped off and collected safely. The emergency escape plan is practised regularly with the children. This is necessary to ensure quick and safe evacuation from the premises, should the need arise.

Children are well protected from possible abuse or neglect. Staff are aware of the setting's child protection policy and have clear understanding of the reporting procedures if abuse is suspected. The setting has in place clear and concise written records which staff must familiarise with to ensure the safety of children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

All children are making good progress in their development. The Birth to three matters framework, which supports children in their earliest years, is incorporated into the planning of the routine and activities. Children enjoy their time within the setting and are purposefully engaged in various activities. They are happy, secure and settled because staff place an emphasis on their emotional well-being. They are beginning to share and take turns. A wide range of resources stored on low level shelving units are easily accessible to children. They have good opportunities to develop problem solving skills as they do puzzles, build with bricks, sort objects and post shapes. They particularly enjoy the role play area where they enact familiar scenes, for example, making cups of tea and pushing prams. They enjoy singing and stories in small groups. They take an interest in books and participate in familiar story line, for example, "Three Little Pigs".

Toddlers from 16 months to under two years old have fun painting at a low easel, spreading paint on the paper with brushes, and exploring sound as they shake bottles filled with different materials. They sit comfortably on the floor with a member of staff looking at books. They giggle as they participate in action songs 'Wriggle your body, wriggle this way, wriggle that way.'

Nursery Education

The quality of teaching and learning is good. Staff interaction with children is consistently positive to fully promote their learning. Staff plan a well-balanced curriculum which helps children to make good progress in all six areas of development. They plan and provide interesting experiences to encourage children's learning, such as a visit to a dentist, during which children learn correct tooth brushing techniques. Staff observe and record children's progress to help them identify the next steps for individual children's learning. Staff skilfully extend children's vocabulary and thinking and offer lots of praise and encouragement.

Children are enthusiastic and motivated to learn and they are highly engaged in purposeful play. They show their achievements proudly and relate well to each other and adults. They are developing their independence as they help to tidy up and when selecting resources, which are set out at low levels. They are happy and confidently express their own needs. Children behave well, are kind and considerate towards each other and they play well together as they share and take turns. They help themselves to drinking water, although the same opportunities are not extended at snack time.

Children have good opportunities to practise their early writing skills, with pencils, crayons and paints. Children understand that print carries meaning, they handle books appropriately, mimicking adults as they tell story of 'The Hungry Caterpillar' to their peers. As they turn pages

and run their fingers along the text, they are also learning that books are read from left to right. They enjoy story times when they participate enthusiastically. Children are confident speakers and they initiate conversations with adults and each other. They have good opportunities to recognise letters, words and their names in the environment. Children solve problems using mathematical concepts such as construction and matching shapes and colours. Children use mathematical language correctly to recognise numbers along a scale. Staff introduce numbers effectively in practical activities, for example, the number of knives needed to butter the bread.

Children use tools and techniques appropriately to build and construct. They explore different textures, for example play dough, sand and corn flour and water. They explore sound and rhythm using musical instruments and singing action songs. They participate in music and movement sessions which help them to listen to instructions and move imaginatively. Children express their ideas through a good range of activities such as role-play and painting.

Children have good opportunities to find out about their environment and the natural world, because they take part in themes and activities such as the life cycle of a butterfly. Children enjoy planting and caring for carrots and cress, observing the changes as they grow and using the cress to make sandwiches. They use a range of equipment such as telephones, water wheels, a digital camera and keyboards with increasing confidence. For example, a child playing with dinosaurs and confidently using a digital camera says he wants to be David Attenborough when he grows up 'because he works with my favourite animals like sharks and dinosaurs.' Children are encouraged to recycle various materials at this setting.

Helping children make a positive contribution

The provision is good.

Children benefit from the good relationships the staff have with their parents. Parents are encouraged to share information about their child before they start and stay with them once they start. This helps staff settle the children successfully and consequently children feel happy and secure. Information about the setting's policies and procedures are readily accessible at each session. Therefore, parents are clearly informed about the arrangements for the care of their children. Staff share daily information with parents about their child's care and activities verbally as well as through the use of link-books. Parents are provided with written reports about their child's development and progress twice a year. They receive regular newsletters to keep them updated. The setting organises regular workshops for parents and carers about matters related to child care. Parents report that they are very happy with the service provided.

The partnership with parents whose children receive nursery education is good. Parents are given written information about the Foundation Stage of learning. Parents are welcome to see their child's profile of development at any time and they receive written progress reports.

Children are respected as individuals and their individual needs are met effectively. They are developing lots of confidence and self-esteem as they have wonderful opportunities to explore in this secure environment. Children have access to a meaningful range of resources and activities to promote a positive view of the wider world and increase their understanding of diversity. They participate in activities and celebrations of various festivals throughout the year, for example, Chinese New Year and Christmas.

The setting has a sufficient understanding of the needs of children with learning difficulties and/or disabilities. There is a Special Educational Needs Co-ordinator present and written policies are in place.

Children's behaviour is good and appropriate for their ages. They are kind and considerate towards each other and learn to take turns and to share. They know what is expected of them within the setting as they respond positively to consistent praise and encouragement from staff. This enhances children's self esteem and confidence. This positive approach fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children are safeguarded because rigorous recruitment procedures are in place to ensure staff are suitably qualified and vetted. Visitors to the premises are never left unsupervised. This setting places the children's well-being and personal development at the heart of its work.

The leadership and management of the nursery is good. Managers and staff are clear about their role and responsibilities and as a result, the day runs smoothly for the children. Good communication systems are in place such as staff and planning meetings. The manager monitors the quality of teaching through observing staff, regular one to one meetings and staff appraisals. Funded children are making good progress in their development.

The premises are well organised and children are happy and confident in their surroundings, however, the younger children's room is not welcoming. Steps have been taken to keep children safe.

Children's individual needs are met effectively because staff have a good understanding of child care and development and they work well in partnership with parents. Good policies and procedures are in place and work well in practice to keep children healthy and safe. They are regularly reviewed and updated as legislation changes. 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

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):

- ensure the baby room is welcoming; and that resources such as tiny crayons do not pose any hazards

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):

- organise snack times to enable children to access food independently (also applies to care)

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