

# Bright Start Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY346144  |
| <b>Inspection date</b>         | 14 June 2007  |
| <b>Inspector</b>               | Rosemary Beyer  |
| <b>Setting Address</b>         | Selby College, Abbots Road, SELBY, North Yorkshire, YO8 8AT |
| <b>Telephone number</b>        | 01757 706340  |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | For Under Fives Ltd   |
| <b>Type of inspection</b>      | Childcare   |
| <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

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.

### WHAT SORT OF SETTING IS IT?

Bright Start Day Nursery at Selby College was registered in 2006. It is managed and run by the For Under Fives Limited company as part of their national chain of nurseries. The nursery is located on the Selby College site in Selby, North Yorkshire and serves the local and wider community. The nursery is a purpose built self-contained unit. There is a fully enclosed area for outdoor play. A maximum of 53 children may attend the nursery at any one time. There are currently 70 children aged birth to five years on roll. The nursery operates all year round except for Bank Holidays and is open from Monday to Friday between 07.30 and 18.00. Children attend for full day care or sessional care. There are 14 permanent members of staff, all of whom hold relevant child care qualifications. There is currently one bank staff, who is unqualified. The nursery also employs a full-time cook and use contract cleaners.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children are cared for on clean and well maintained premises where good hygiene practice is implemented consistently to prevent the spread of infection. Staff have good nappy changing

procedures in place. The premises are cleaned each evening by contract cleaners but staff ensure they remain clean during the day, checking toilets and mopping floors if necessary. They use antibacterial cleaner on furniture before meals. Older children develop good hand washing procedures and know they must wash their hands after personal care and before food. Staff are vigilant to ensure the children do not forget.

The nursery fosters healthy eating by providing a well balanced diet, with fresh fruit and vegetables included in the menu each day. The children eat very well, are willing to try new things and enjoy the social aspect of meal times. Staff encourage the children to use knives and forks correctly, and the children serve themselves if they wish to have second helpings of food. Menus are planned and displayed for parents to see. The cook has food hygiene qualifications and complies with guidance from the local health and safety officers. No actions were required after the last Environmental Health inspection visit.

Milk for babies is prepared on the premises in line with parents' wishes. Staff ensure bottles are sterilised and the feeds mixed correctly. They also have drinks available at all times for the babies to prevent dehydration. The older children are able to help themselves from a jug of water in the playroom when they are thirsty

A sick child policy is in place and parents know the nursery does not accept children who are ill. Information is available about infectious diseases and exclusion times. If children are taken ill parents are expected to collect them. Procedures are in place for the staff to seek medical help or advice in an emergency, or for them to take a child to hospital.

All the children have fresh air each day, weather permitting, and make use of the covered area if the weather is poor. They use the enclosed play area, with both patio and grass, and also the large sports field. However, there are few resources for the children to develop their physical and balancing skills. They move around with good control both inside and out and all know they must not run inside to prevent accidents.

The babies sleep when they need to do so, and toddlers have a sleep after lunch. Babies can use cots or pushchairs depending on parents' wishes, and the toddlers use mats on the floor. Sheets and cushion covers are washed after use to ensure good hygiene. All are happy going to sleep and comfortable with staff on waking. Older children are able to sit quietly if they are tired, and after lunch have a rest looking at books while the room is prepared for the afternoon's activities.

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

The provision is satisfactory.

The staff are very safety conscious and know they share responsibility for everyone on the premises. Children and parents are admitted by staff and visitors are identified on arrival. No unauthorised persons have access to the children. The outside area is secure, having high fences and locked gates, and closed circuit television is in place in the building.

Comprehensive risk assessments are in place for the whole nursery. Daily checks are completed for both inside and outside areas and equipment. The nursery provides a stimulating, welcoming environment where the children are keen to learn and feel comfortable. Resources available meet the necessary safety standards and children are learning to use them safely and with care. They do not however, always pick up things when they are dropped, but willingly help to tidy up when asked to do so.

Procedures for recording accidents are in place and completed appropriately. The sheets are stored securely to respect confidentiality. There are also procedures for taking children to the hospital and for seeking medical help or advice in an emergency. Parents and staff complete any medication records appropriately, with medicines stored securely until used. Most staff have current first aid certificates and a rolling programme for training has been established to ensure they are renewed as required.

Fire exits are signed and kept clear. Evacuation procedures are in place and fire drills are completed in line with the college practises, and also every six months. The record includes the required information and is also monitored to enable staff to discuss any concerns or problems. Evacuation bags are taken out of the building during the drill, to ensure staff have sufficient resources to care for the children in an emergency until parents arrive. The bags contain contact details, nappies, biscuits and spare clothes.

Staff have a good knowledge of the procedure to follow should they have child protection concerns. The information has been updated to include the local Safeguarding Children Board details. Staff are aware they do not investigate allegations. Ofsted is notified of any referrals or allegations, however, the uncollected and lost child procedures do not include notification of Ofsted.

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

The provision is good.

All the children have a key worker who monitors and records information about their development in the nursery. A daily diary is completed for the babies and toddlers in addition to the verbal feedback parents receive. The diaries are sent home each day and parents can make comments if they wish to do so.

All the children have personal profiles which contain pictures, pieces of work and development records. The profiles are available for parents at any time. Selections of photographs in the entrance hall and each room show the children enjoying a wide range of activities both inside and out. These provide a warm and welcoming environment for the children who recognise themselves and for new children starting at the nursery.

Staff have a very good understanding of the 'Birth to three matters' framework, which they implement effectively to support the development of the younger children. The children and babies enjoy a wide range of activities and learning opportunities, including songs, stories, craft work and outside play. All the babies and toddlers are settled, happy and comfortable with the staff, who know them well. Each child is treated as an individual and their needs met, and likes and dislikes respected. The babies played with shaving foam, and staff encouraged all of them to participate, but those who did not wish to do so could just watch. A camera is readily available to keep a record of activities and enjoyment.

Toddlers also have a wide range of activities and as part of the current theme of 'under the sea', have produced some very imaginative art work. Multi-coloured fish hang from the ceiling among seaweed. The children have used a variety of different materials and methods during the activity, and are very proud of their creations. Photographs are displayed on the walls for parents to see their children happily using a wide range of resources. They are all settled and comfortable with the staff, chatting to them and playing together.

The pre-school children also enjoy a wide range of activities. Staff are developing a new system of planning and recording, in line with the Foundation Stage, to ensure all the areas of learning are covered. Children access resources freely from shelves, boxes and drawers. They are learning to replace things when they have used them, for example, the water and sand implements are stored on shelves adjacent to the trays, so children can help themselves to whichever they wish to use.

Books and stories are very popular with the children who happily anticipate what will happen in familiar tales and sit quietly to listen to new stories. They do not, however, always use books with care. The range of books available does not ensure the children learn that books can provide information as well as stories. The children and staff have access to the college library. Displays of pictures of books and rhymes on the lower walls in the book corner, spark conversation and discussion of stories and rhymes. One of their favourite stories, is illustrated on the wall by the children's collage.

The children have the use of the outside area and are currently growing vegetables including lettuces, radishes, carrots and beans. Different herbs are also growing, which they pick to smell and feel. They know what plants need to grow, and like to try their produce. They also enjoy looking at bugs which live under the logs in the garden. The unseasonal weather produced large puddles on the field and the children delightedly discussed the visiting ducks.

While using table top games and in everyday activities, the children are developing good mathematical language, and problem solving skills. They discussed the need to use certain shapes to ensure a structure did not fall down when using the construction toys.

The children enter the nursery happily, are curious to see what is available for the day, keen to learn and very enthusiastic about trying new things. The older ones concentrate well to complete chosen tasks.

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

The provision is good.

The parents with whom the nursery was discussed are very happy with the care their children receive. They feel welcome to discuss their child's development at any time, and would be able to consult staff if they had any concerns, as they are very approachable. The nursery booklet contains information about the setting, which is easy to read and understand. It also gives parents a guide to the Foundation Stage and the 'Birth to three matters' framework, with details of how the setting provides the necessary learning opportunities.

Parents of the babies like to receive the daily diary and enjoy reading what their children have done, also being able to add their own information or comments. The diaries are used as a record of the child's life by some parents and also give staff ideas for topics to discuss with children during the day. Verbal feedback and discussion helps to develop the excellent relationships between staff and parents, which give children confidence and support. Daily verbal feedback is given for the pre-school children.

All the children have an individual development file which parents can see at any time. These files are readily available in each room and contain development information and samples of work and some photographs. Any special information about diet or health requirements is included and also displayed in each room to ensure all staff are aware of the child's different needs.

The children behave very well, are learning to share, take turns and cooperate when playing. They are developing good relationships with both staff and their peers. The older children enjoy watching the younger children and vice versa. During music time in the baby room the older children joined in the singing while they were playing outside. Some are siblings so they are keen to see each other. Staff give clear guidance if there is unacceptable behaviour and involve parents if they have concerns. The biting policy and procedure has been implemented successfully. They provide a very positive encouraging environment where the children are learning good manners and consideration. Each child and family is treated with respect.

Children with learning difficulties and disabilities are welcome in the nursery. Each child's needs are considered and the necessary support or equipment provided wherever possible. Staff have good relationships with the parents and the local advice service. Children are cared for in line with the Code of Practice, and individual plans are created which effectively support their development.

All children and parents are treated with respect and their differences valued. The nursery has very inclusive policies and procedures in place, and is well equipped to support the children in learning about other customs and cultures. The statement of intent to treat all children as individuals and provide good role models is regularly reviewed to ensure the policy is being implemented. A good range of resources and equipment is available to celebrate festivals and widen knowledge of other countries, customs and cultures. All the children are able to participate in the full range of activities with no stereotyping. The nursery has a procedure in place to address racial harassment or racist remarks.

## **Organisation**

The organisation is good.

The nursery has a clear mission statement, which includes the aims and objectives for the management of the setting. Parents are expected to read and acknowledge the policies and procedures. The management takes account of 'Every Child Matters', and this guides the information provided.

Robust systems are in place for the appointment of staff, with an effective induction procedure helping new staff to settle well. They have regular appraisals and performance reviews. There is an expectation that staff will undertake further training, both internally and externally, to support their own personal development and further improve practice within the nursery. Each staff member has a portfolio with information about current and proposed training.

Most of the staff worked in the nursery under the previous owner, so have experience of the premises. They communicate well and are working successfully as a team to care for the children. They keep each other informed, ensuring sufficient support is available in each room and good supervision maintained. Good contact between staff ensures the children's needs can be met and any problems which arise can be addressed.

The registration certificate is displayed and staff ensure the conditions are respected. Ofsted is notified of any changes or significant events. Overall, the provision meets the needs of the range of the 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 Ofsted or the provider to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents that they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

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.

### **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):

- develop outside resources to support children's physical development further
- ensure Ofsted notification is included in the lost or uncollected child procedures
- develop children's knowledge of books, in particular the use of books to provide information.

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)