

Brighter Beginnings Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY356017
Inspection date	04 April 2008
Inspector	Judith Anne Kerr
Setting Address	Wilbraham Sure Start Children's Centre, Wilbraham Primary School, Platt Lane, Manchester, Lancashire, M14 7FB
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Registered person	Brighter Beginnings Day Nursery Ltd
Type of inspection	Childcare
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

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?

Brighter Beginnings Day Nursery is one of five operated by a limited company. It was registered in 2007 and operates from one room within Wilbraham Sure Start Children's Centre in the grounds of Wilbraham Primary School, Manchester. A maximum of 25 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to secure out door play areas.

There are currently 16 children aged from five months to three years on roll. The nursery supports children with disabilities and English as an additional language.

The nursery employs nine staff. Of these, six of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of personal hygiene through suitably organised routines. They wash their hands before eating and after using the toilet. Staff adhere to the detailed health and safety procedures to ensure good standards of hygiene are maintained throughout the premises. For example, they wear gloves and aprons for nappy changing. Children are protected from the spread of infection because there are written policies in place which are implemented by staff. Staff have up to date training in first aid so that in the event of an accident they understand the procedures to follow. Systems are in place for recording accidents and medication.

Individual dietary requirements are complied with. For example, the nursery provides non dairy and nut free menus. This ensures parents' wishes are respected and children remain healthy.

The children benefit from a healthy diet as staff offer them a variety of healthy balanced options, including fresh seasonal fruit and vegetables. Children are able to help themselves freely to drinking water during the day to keep themselves hydrated.

Children have daily opportunities to engage in variety of physical play experiences. Indoors they push the buggies and crawl on the mats. They enjoy regular outdoor play when they are able to run, climb and ride the bikes and scooters. These activities allow children to develop their coordination and balance.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well looked after in premises that are secure and welcoming. Children and their carers are welcomed individually by staff. They have access to a range of excellent resources that are of fine quality and age appropriate for their needs. Activities are invitingly laid out for the children and there is a system so that they can choose their own toys, resources and activities as they are stored in low accessible storage shelves. This encourages the children's independence and sense of self-esteem and helps them to progress in all areas of their development.

Staff are vigilant about assessing risks to children and all areas are checked on a daily basis so that children are cared for in a safe and secure environment. Key coded locks control entry to the premises, but the procedures to be followed in the event of a visitor arriving are not consistently implemented to ensure an accurate record is maintained. Children are kept safe whilst moving around the nursery because staff are well deployed and provide children with good supervision. Regular fire drills are practised with the children to ensure they understand what to do in the event of an emergency. Staff follow the clear agreements with parents to ensure children are only collected by authorised persons.

Children are well protected by staff who fully understand how to implement the setting's procedures for safeguarding children. Existing injuries are recorded and staff are aware of how to report any concerns in order to protect children from harm and abuse.

Helping children achieve well and enjoy what they do

The provision is good.

There is a relaxed and contented atmosphere within the nursery. Children are well settled, receive individual attention and appropriate hugs from staff. They are given opportunities to initiate their own play as they are able to freely choose their own activities and resources. As a result, their confidence and self-esteem are promoted. Staff demonstrate skill in striking a balance between child-led and adult-led activities. They are always on hand to encourage and support children. This makes children feel secure and increases their sense of well-being.

Staff deploy themselves well to provide good care and support to the children. For example, they recognise when children are tired or hungry and make them comfortable, which helps children feel safe and secure. Children spend their time purposefully and develop their social skills as they play alongside each other and cooperatively with their peers. For example, playing in the sand and water.

Children's creativity is developed as they enjoy a wide range of activities including play dough, painting, pasta collage, gloop and making cards. They particularly enjoy looking at themselves in the mirror and then making their own image with a painted face, funky foam hands and feet and feathers for hair. Their efforts are fully celebrated through the colourful displays of their achievements. They develop their imaginary skills as they play in the home corner and brush the doll's hair. Early mathematics is supported as staff use everyday experiences to enhance children's learning. For example, they learn about numbers through counting how many children are around the table and they explore what will sink or float in the water. Children have many opportunities for sensory experiences, such as fruit tasting, exploring pasta and dough and planting bulbs.

The younger children are effectively integrated into the group and they have opportunities to play with older children. Staff have a clear understanding of the 'Birth to three matters' framework and this is reflected in the planning which takes into consideration individual children's learning to move them on to the next stage of their development.

Helping children make a positive contribution

The provision is good.

Children learn to acknowledge and accept differences within society. They participate in a variety of activities regardless of gender, which helps them to develop a positive attitude and respect for others. For example, they make lanterns and paper dragons as part of their celebrations for Chinese New Year. Children with disabilities receive good support from staff who work closely with parents and outside agencies to meet their needs. Staff demonstrate a secure knowledge and positive attitude towards the inclusion of all children.

The children are developing a good understanding of what is right and behave well towards one another. Staff continually praise effort and achievement and children respond well to their realistic expectations of behaviour. This helps the children to start learning to play cooperatively and to share and take turns, for example, when playing with the bikes. Staff gently remind children of boundaries, such as asking them to 'sit down please' as a child is reminded not to climb on the chair as he might fall.

The staff share good relationships with parents and carers. This ensures that children settle well. Children experience consistency of care between home and nursery due to good

communication systems between parents and staff. At the beginning of children's placements, parents and staff meet to share detailed information about children and complete an 'All about me' book. Staff use this information to ensure children's individual needs are met. Every eight weeks staff share children's progress with parents and agree the next steps of children's development and learning. As a result, parents are fully involved in their child's progress.

Organisation

The organisation is good.

There are effective recruitment procedures in place which ensure that staff are appropriately vetted and qualified. Ratios of staff to children are maintained, which contributes to children's well-being. Staff work closely together as a team and are deployed well to ensure that children are not placed at risk. They are supported in their work through regular individual meetings, staff meetings and ongoing training. The manager demonstrates that staff contributions are valued. For example, staff suggestions are explored and acted upon.

All the required policies and procedures are in place and are implemented by staff. Records on children and staff are securely locked away to ensure confidentiality is maintained. However, parents do not consistently countersign medication records and consent for seeking any necessary emergency medical advice or treatment is not sought from parents. As a result, children's health is at risk.

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 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

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):

- review the procedures for admitting visitors to the nursery

- ensure parents consistently countersign medication records and seek written consent for emergency medical treatment.

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