

# Brighter Beginnings Day Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY358581
<b>Inspection date</b>	01 July 2008
<b>Inspector</b>	Carol Ann Dixon
<b>Setting Address</b>	Newton Heath Children's Centre, Great Newton Street, Off Droylsden Rd, Manchester, Lancashire, M40 1WT
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<b>Registered person</b>	Brighter Beginnings Day Nursery Ltd
<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?

Brighter Beginnings Day Nursery Ltd in partnership with Newton Heath Sure Start Children's Centre was registered in 2007. It operates from three rooms in a purpose-built building and offers two securely enclosed areas for outdoor play. It is located in the Newton Heath area of Manchester. A maximum of 53 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. It is one of five nurseries owned by the proprietors. The nursery serves the local community and wider area.

There are currently 49 children on roll, this includes three children in receipt of nursery education grant funding. The setting offers support to children with learning difficulties and receives support from the local authority. There is a staff team of 15 who work with the children, of which 11 hold relevant early years qualifications. The remainder of the staff are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children stay healthy due to the very effective hygiene procedures which are followed throughout the nursery. The staff wear disposable aprons for changing children's nappies, which minimises the risk of the spread of infection. The staff deal with children's illness appropriately, in accordance with the written nursery policy. The children learn how to wash their hands thoroughly when the staff supervise them in the bathroom and ensure they use soap and warm water. Visual displays in the children's bathrooms help to consolidate that learning. They also develop an awareness of why this is important, as they discuss germs and why they need to wash them away.

Younger children sleep according to their individual needs and babies follow their own sleep patterns in cots. Older children who have a nap during the day sleep on mats, and the caring and sensitive staff stay with them as they fall asleep in their own time. This ensures that their physical and emotional needs are well met.

Children are finding out that physical activity is fun, and that it is good for their health to adopt an active lifestyle. They participate in a wide range of physical play activities, both indoors and outdoors. They regularly play in the secure outdoor areas, go for walks round the local neighbourhood and join in exercise sessions. Children enthusiastically pedal themselves round on tricycles following a track and climb the climbing frames. Skills, such as jumping, balancing, catching and throwing are further developed by organising activities that encourage children to practise this. Babies have space in their base room to crawl and pull themselves to standing at low-level furniture. These activities are helping children to develop good control and coordination over their bodies.

Children are provided with a healthy and nutritious diet which includes lots of fresh fruit and vegetables. During the day, children are offered at least five portions of fruit and vegetables to eat. They enthusiastically eat oranges, bananas and apples for snack. Special dietary needs and requirements are discussed and agreed with parents. Children are kept hydrated as fresh drinking water is readily available in each of the nursery rooms. Older children are able to help themselves to drinks when they are thirsty and staff ensure that younger children are regularly offered drinks throughout the day.

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

The provision is good.

The children are cared for in a safe and friendly environment. They are greeted by name when they arrive each morning and have their own hook for their coats and other personal items. This helps them to have a sense of belonging within the nursery. Displays, educational posters and examples of the children's creativity are displayed on the walls. This makes the children's rooms stimulating, aesthetically pleasing and child friendly. A risk assessment of the premises has been conducted and most effective safety precautions have been put in place to minimise identified risks. For example, the premises are kept secure and plug socket covers are provided. However, a trailing electrical lead in one of the children's rooms presents a potential safety hazard. Children are protected from the risk of fire. Regular fire drills ensure children and staff are proficient in emergency evacuation procedures.

The safety and protection of children is of utmost importance to staff. They are well deployed and diligently supervise the children at all times. Several staff members have current training in first aid practice. Children are safeguarded because staff are well trained in and have a good understanding of child protection procedures. High staffing ratios ensure children are well supervised and kept safe on outings away from the nursery. Children are learning how they can help to keep themselves safe through stories, discussions and play activities. They choose what to play with from a wealth of high quality toys and equipment which are age appropriate, in excellent condition and are easily accessible to the children.

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

The provision is good.

Children are happy and settled at the nursery. They leave their parents and carers confidently and quickly settle to the interesting activities on offer to them. Staff are warm and caring towards the children, they know them well and have built good relationships with them. Staff responsible for the younger children have a good understanding of the types of activities that help to promote their development. For example, a lot of sensory activities are offered, such as jelly, pasta and play foam which the children thoroughly enjoy as they watch it run through their hands, tasting and splashing the mixtures. A good range of resources are stored at low-level so that children can independently access them. This enables them to follow their own interests as they play. Children have access to a sensory room and enjoy the subtle lighting and calming music played in there as they access treasure baskets of filled bottles, various materials and wooden items, promoting exploration.

Staff follow 'Birth to three matters' guidance to provide the children with good quality care and education. Staff are sensitive towards children's needs and positive adult-child interactions help the children's confidence and self-esteem. The staff working with the younger children, for example, spend time talking to the children, echoing babies' babbling sounds and encouraging their early communication skills. The children also have opportunities to 'snuggle in' when they are bottle fed or when they seek reassurance from the staff. This helps them to settle and feel secure.

There are highly effective planning and assessment systems in place to ensure the learning programme matches the needs of the individual children. High priority is placed upon children learning to play cooperatively with one another, consequently they show confidence in their relationships with each other and staff. They express their imaginations during role play activities when they prepare pretend meals and have fun dressing up. Large group activities, such as circle time, provide opportunities for children to talk, listen to stories and sing their favourite songs.

### **Nursery Education**

The quality of teaching and learning is good. Staff working with pre-school children have a good understanding of the Foundation Stage and how children learn. They know their children well and use regular observations to plan effectively, building on what the children already know to help the children to achieve their next steps. Staff have high expectations of what children can achieve and therefore plan and provide activities and experiences to help all the children extend their skills and knowledge. Activities and experiences are adapted to ensure the less able children are given good support and the more able children are provided with sufficient challenge to keep them interested and motivated.

Children's progress in personal, social and emotional development is good and underpins their learning in all the other areas. They show developing independence in self-care skills, such as toileting and preparing themselves for art and craft activities. They confidently express their ideas and thoughts, for example, when playing with the doll's house and play people they talk about their family life. Children have keen attitudes to learning; they are curious and want to explore the resources and activities available to them. They participate fully in adult focused activities as well as enjoying developing their own ideas and play through self-selection. The children are polite and helpful because these social skills are promoted by the good role models of the staff. This fosters a positive learning environment for all children.

Children are confident speakers and are introduced to new vocabulary to extend their range of words through conversation with staff. They enjoy looking at displayed photographs and recall their recent trip to the local fruit and vegetable shop. Children enjoy listening to stories and looking at books by themselves and with adults. They see lots of words and letters in the environment which helps to stimulate their interest in the written word. Children have opportunities to develop and refine their writing skills through a good range of activities. They begin to learn to form letters correctly with some children able to trace their own names. During the activities, the level of concentration demonstrated is excellent and when the children are stopped and asked to tidy up by means of a sound from an instrument, the children immediately recognise this and help to tidy equipment away.

Children's mathematical development is promoted very effectively through a range of daily spontaneous and well planned activities. For example, they sing number songs at circle time and are encouraged to readily count and use their fingers and objects to represent number. They independently count the pieces of fruit they are having at snack time. Children learn concepts, such as weight and volume, length and height when they engage in practical activities using the sand and water and when building with construction equipment.

Children develop a good sense of time when they talk about the days of the week and the changes of the seasons. They learn about how to care for living things when they plant trees and flowers outside and observe how they grow. However, they have insufficient opportunities to develop their understanding of technology and simple programmable toys and equipment. Children develop an interest in their local community as they go on planned outings and have visits from the local police and fire service. Their understanding of the wider world is fostered through topic work when they learn about the lifestyles of other cultures.

Children's physical development is well promoted. They are provided with all weather suits so they can go outside at every opportunity. They develop their strength and coordination as they use bicycles and climbing and balancing equipment regularly. Children's fine motor skills are developed through a wide range of activities, such as painting, threading, sticking and drawing.

Children have good opportunities to develop their own creativity and to explore a wide range of media and materials including cutting, baking and making play dough. They paint, draw and make models of their own design during planned and free-play activities. Children have varied role play experiences in which to develop their imaginations, for example, children enjoyed shopping for various fruits from the 'shop' during the inspection. They enjoy small world play and demonstrate good imaginations as they act out real and make believe events. Children enjoy singing and music sessions and they enthusiastically sing along and explore instruments for themselves.

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

The provision is good.

Children are helped to feel secure as there are consistent teams of staff working with children in each room and the key-worker system effectively ensures that staff know the children well and are able to meet their individual needs. Information is gathered at the beginning of their time at nursery to ensure that their needs and parents' wishes are respected. Children are familiar and comfortable with nursery routines which also promotes their confidence and sense of security.

Children celebrate a wide variety of festivals and religious events within the nursery which ensures that they are developing an awareness of their own and other cultures and traditions. For example, at Chinese New Year the children made lanterns and experienced food tasting. Many resources used by children reflect diversity and positive images are displayed throughout the nursery. This ensures that they receive consistent messages with regard to differences and similarities in people.

Although there are currently no children attending who have learning difficulties or disabilities, staff demonstrate an awareness and positive attitude about strategies to ensure that inclusion for all children is promoted. They are willing to work with parents and external agencies to consider how children's needs can be met. Children behave well at the nursery. This is in response to a stimulating environment where staff spend time talking to them and listening to their views and opinions. Children enjoy taking responsibility for tasks in the setting, for example, older children help to set the table at lunch time and to tidy away equipment. Children are given lots of praise and encouragement and subsequently they are well-behaved, polite and helpful. Children's spiritual, moral, social and cultural development is fostered.

Staff make time to speak to parents about their child's day informally at the beginning or end of the day and parents of younger children also receive written information. The nursery offers an annual parents' evening which provides an opportunity for staff to formally share with parents about their children's progress. Parents are made aware of the activities on offer at the nursery through regular newsletters and the many information notice boards. The setting has a good understanding of complaints procedures and a log of complaints is available for parents to see upon request.

The partnership with parents and carers of children who receive nursery education is good. Parents receive good amounts of information about the Foundation Stage to ensure that they are well informed of the provision of education at the nursery. Written progress reports and parents' evenings enable staff to formally share information about children's progress with parents. Parents are welcome to visit the nursery at any time and some become involved in their children's learning by sharing their skills during organised visits to the nursery. The children's progress records are available to be viewed by parents at any time.

## **Organisation**

The organisation is good.

Children are cared for in a well organised, happy environment, where staff know the children and their individual needs very well. Children benefit from well deployed staff and key workers, who consistently interact with them and give them good quality support and encouragement. The setting prides itself on a commitment to treating all children as individuals. Staff get to

know individual children well and the key person system effectively supports this and helps children to feel secure and confident.

Robust vetting procedures are in place to ensure that all staff working with the children are suitable to do so and a regular system of staff appraisals ensures that staff suitability and development is monitored on a continuous basis. The majority of required records and documentation are in place, they are mostly clear, well maintained and retained for inspection. However, records of staff attendances lack the necessary detail required as records of staff deployment are not maintained. As there are key staff in each room this would not generally be an issue, but would be relevant in the event of staff changes being made due to absences. Comprehensive policies and procedures are used to underpin staff practice and the care provided.

High priority is given to staff development and training. Staff knowledge and skills are broadened through regular attendance on relevant training courses and workshops. This brings about continual improvements and developments to the quality of care and service provided. The managers have a good awareness of the strengths and areas for development within the setting through a detailed and ongoing self-evaluation system.

The leadership and management are good. Staff and management discuss activities and the educational programme on a regular basis to review and evaluate the effectiveness of the curriculum for children in the Foundation Stage. The management provide regular supervision to support staff in their work. In addition, close monitoring and observations of staff practices help to identify developmental needs.

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 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):

- ensure the safety of electrical leads within the children's rooms
- consider how the deployment of staff is demonstrated when changes are made to the daily operational plan.

### **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 opportunities for children to develop their understanding of technology and access to programmable toys and equipment.

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)