

Bright Beginnings Private Day Nursery

Inspection report for early years provision

Unique reference number EY371332
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Inspector Sally Ann Smith

Setting address Mission Rooms, Barton Turn, Barton-Under-Needwood,
Burton-on-Trent, Staffs, DE13 8EB

Telephone number 01283 712 112

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Bright Beginnings Private Day Nursery is run by a partnership. It operates from three rooms in the Mission Rooms at Barton Turn, Barton-Under-Needwood. Most areas of the building are easily accessible although the manager's offices are on the first floor. A maximum of 42 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 enclosed outdoor play areas. The nursery is registered on the Early Years Register and Childcare Register.

There are currently 39 children aged from three months to under five years on roll. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs nine members of staff all of whom hold appropriate early years qualifications. The setting works closely with the local authority and other professionals.

Overall effectiveness of the early years provision

The setting is well managed and effectively monitored to ensure that staff consistently meet the requirements of the Early Years Foundation Stage. The managers have a clear vision for the setting, and in consultation with staff are fully aware of strengths, weaknesses and action required to further improve outcomes for children. Staff ensure that children are supported individually to fulfil their potential and make progress in their learning and development. Children's welfare is effectively promoted so that they are healthy, safe and secure.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the systems for assessing children so that all staff are aware of the learning priorities and plan relevant and motivating learning experiences for each child
- develop further the range of resources and planned activities to promote and value diversity and differences.

The leadership and management of the early years provision

Staff have a very clear understanding of their roles and responsibilities in supporting children and building a secure foundation for their learning. This is because they are valued and included by the managers who encourage their contributions and suggestions to improve all areas of care and learning for the children. Individual staff talent, knowledge and skills are used to create an enabling environment for children. Regular appraisals and staff development

ensures that a programme of continuing professional development is in place. An ongoing system of evaluating and reflecting practice means that staff are continually looking at ways to enhance the quality of care, learning and development they offer. Action plans are regularly updated to identify areas for improvement, how these will be achieved and timescales for completion. The strong leadership and enthusiasm of the managers is embraced by staff who are motivated and keen to work collaboratively in the best interests of all children. A comprehensive range of policies and procedures are available to staff to ensure that all aspects of the Early Years Foundation Stage are consistently implemented.

Staff foster close relationships with parents and value their contributions. They are keen to seek parents views with regard to their child's needs. For example, individual care plans for younger children ensure that home routines such as eating and sleeping are followed. For children who speak English as an additional language, staff invite parents to contribute to displays of words from their home language. They are encouraged to review children's progress with staff. Close links are also established with other schools and professionals to ensure consistency for children's learning within the Early Years Foundation Stage.

Staff have a good understanding of safeguarding issues and how to protect children in their care. They are fully aware of the signs and symptoms of abuse and the required steps to take should they have any concerns. They are also familiar with procedures should an allegation be made against a member of staff. Robust risk assessments both inside and outside are consistently adhered to by all staff so that children are safe. All adults within the provision have undergone effective vetting procedures, ensuring they are suitable to have regular contact with children.

The quality and standards of the early years provision

Children regularly make choices regarding their play and staff ensure that the environment is stimulating, attractive and accessible to all children so that they can learn independently. Resources are placed at a level where children can help themselves and make decisions about their play. Staff have a good understanding of how children learn and know when to get involved, listen or pose carefully framed questions to encourage children to talk about what they are doing. In addition, they incorporate some adult focused activities in order to observe the learning taking place. Spontaneous observations enable staff to also gauge children's responses in a range of situations. Information is gathered from these to develop an individual record of each child's learning and development and plan for their next steps. This information is retained in children's profiles. However, this information is not easily accessible to enable all staff to focus on individual children's learning styles. This does not adversely affect children's current learning as numbers are low and as a result, staff know the children well.

Children are involved in learning which takes them into their community. For example, they visit the local marina and observe the narrow boats or observe the wild fowl. Staff are quick to respond to children's interests and adjust activities accordingly. For example, staff note that children are not particularly interested in

the role play hospital area but appear more interested in caring for the needs of their 'babies'. As a result, staff change the area into a 'baby clinic' and children have great fun. This enables children to have some control over their learning as staff build on their interests and natural curiosity. Imaginative activities inspire children to be interested and motivated to learn. For example, latex gloves filled with milk recreate a similar experience to milking a cow and children take turns to squeeze the 'udders'. The theme is further developed as children attempt to churn milk into butter. Although, they are unsuccessful in their attempts, it promotes much discussion and children learn how butter is made.

Staff interact with children very positively, cuddling, smiling and mirroring young babies sounds. Older children are engaged in activities to encourage speaking and listening skills and extend their vocabulary. Children thoroughly enjoy listening to stories and confidently discuss the role of the author and illustrator. Some children are able to differentiate between fact and fiction. A range of methods are used to develop children's appreciation of stories and books whether this be independently or in a group. Children enjoy predicting or recalling and acting out scenarios. Children excitedly huddle under the parachute whilst listening to 'Gruffalo' and recognise the rhyming sounds.

Children learn about safety through routines, discussions and visits from the fire service. They take turns in using the equipment,, sounding the siren on the engine and trying on hats. They learn about the dangers of fire and how to keep themselves safe, then re-enact what they have learnt in the nursery, building their own fire engine and pretending to put out fires. Children's health is particularly well promoted as they learn about healthy eating and living. They enjoy making their own meals such as pizza and then eating this with gusto for lunch. Menus incorporate a wide range of healthy and nutritious foods to tempt children's taste buds. Children have an excellent understanding of why they need to wash their hands and do this without prompting. Children begin to learn about the wider world as they celebrate different festivals and celebrations although resources to fully promote children's awareness of cultural diversity and disability are limited.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

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 requirements of the Early Years Register.

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.