

Bright Beginnings Day Nursery

Inspection report for early years provision

Unique reference number	EY303616
Inspection date	20/11/2008
Inspector	Melanie Arnold

Setting address	17 Mansfield Road, Edwinstowe, Mansfield, Nottinghamshire, NG21 9NL
------------------------	--

Telephone number	01623 822440
-------------------------	--------------

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 Day Nursery opened in 1997 and has been under new ownership since 2005. It operates from a detached building, providing space for a baby area, toddler area and a pre-school area. The premises are based on two floors and parking facilities are located at the rear of the property. The pre-school area, with its own set of toilets is located on the first floor. The baby and toddler area are located on the ground floor where there is also access to a kitchen, children and staff toilets, an office and a staff room. An enclosed outdoor play area is available for children to use. The nursery serves children and families from Edwinstowe and surrounding areas. The nursery is open each week day from 07:30 to 18:00 for 51 weeks of the year. It closes for the week between Christmas and New Year and for all bank holidays.

The nursery is registered to care for a maximum of 60 children under eight years at any one time. There are currently 31 children on role, 29 of these children are within the Early Years Foundation Stage (EYFS) and five of these children receive funding for early education. The setting also provides care for older children and is registered by Ofsted on the compulsory and voluntary Childcare Register.

The nursery employs nine staff, eight of whom hold appropriate early years qualifications. One member of staff is working towards an early years qualification. The owner of the nursery holds early years professional status and one member of staff is working towards the Foundation Stage Degree.

Overall effectiveness of the early years provision

Children's welfare is promoted through the settings effective practices and procedures. Children benefit because the setting works well with parents and carers, sharing information to ensure children's individual care needs are met. Children are beginning to make progress in their learning and development, however, planning for outside provision is not yet fully effective and interesting activities are not always provided throughout the day to motivate children effectively. The nursery uses a process of self-evaluation to identify its strengths and areas requiring further development, however, systems to fully monitor children's learning and development, have yet to be further developed. Improvements have been made since the previous inspection which has contributed to maintaining children's health and safety.

What steps need to be taken to improve provision further?

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

- ensure there is a balance of child-initiated and adult-led activities delivered through indoor and outdoor play, specifically relating to the period after lunch
- develop planning for outside play to ensure children benefit from purposeful

- learning experiences
- develop monitoring systems to identify children who are not actively engaged in activities and ensure assessments of children's learning are more accurately based on observations and are used to identify gaps in children's learning.

The leadership and management of the early years provision

Children are cared for by a qualified staff team who have been appropriately vetted to ensure their suitability. All required documents, records, policies and procedures are in place, completed with required information and used to maintain children's welfare. For example, clearly recorded risk assessments contribute to keeping children safe through the identification and minimisation of potential hazard. Staff also have a clear understanding of child protection procedures, which further safeguards children.

In the main, space is used well. For example, in the large ground floor room, a smaller enclosed area has been created to help ensure younger babies are protected and have a safe place to play.

Resources are set out in all areas, which helps to create a welcoming environment. Additional resources are stored at child height enabling children to freely select further play materials. However, staff do not consistently provide children with challenging, motivating activities to fully help promote their learning and development. For example, during the period after lunch until sleeping children awake, the remaining children are merely supervised and not actively engaged in interesting learning experiences during inside or outside play.

Children's individual needs are appropriately met. They benefit because staff work well with parents and carers, and links with other providers are being developed to help promote continuity of care. The setting have made improvements since the previous inspection as recommendations have mainly been effectively dealt with. Through the self-evaluation the setting are striving to move forward. They are aware of their strengths and some of the areas requiring further development. However, the self-evaluation is not yet robust enough to effectively monitor all aspects of the provision, especially relating to children's learning.

The quality and standards of the early years provision

Children make progress in their learning and development as the environment is set out to provide children with access to resources covering the six areas of learning. Staff use assessments to identify individual children's next steps and link these to the weekly plans to help children make progress. However, assessments currently lack detail, as minimal observations have been made to support children's achievements and planning is not fully effective for all areas. Also, as staff are focusing on individual children, they have not identified potential gaps in children's learning as a group. Throughout most of the day, with the exception of the period after lunch, children participate in a range of adult-led and child-initiated activities. For example, younger children enjoy adult-led activities like singing, listening to

stories and painting which helps to promote their creative skills and communication, language and literacy development. Older children enjoy adult-led activities like discussing art pictures in a book and then painting their own art picture, discussing the day, date and weather and going on walks to the forest to collect leaves and pine cones. These activities contribute to prompting children's knowledge and understanding of the world. They also enjoy freely accessing the computer, the home corner, construction toys and the mark making area where they can practise their writing and drawing skills. Most children show confidence in their surroundings and happily engage in play. However, on occasions quieter children are not fully identified by staff, which results in them missing out on some learning opportunities.

Partnership with parents and carers is good. Systems are in place to share information with parents regarding their child's daily activities and their learning and development. Children's behaviour is generally good as staff use praise and encouragement to help promote their self-esteem. Children's health and safety is well promoted through the settings practices and procedures. For example, staff minimise the risk of cross infection through encouraging regular hand washing routines and through ensuring individual bedding is used for sleeping children. Children's safety is maintained on outings through children wearing fluorescent jackets and through staff ensuring that children are seated in appropriate car seats when being transported in a car. Children enjoy eating healthy, nutritious meals and snacks, which meet their dietary requirements. They learn about other cultures and foods from around the world through the incorporation of cultural dishes on the menu. Children's understanding of maintaining their own health is developed through discussions during the daily routine. For example, when children wash their hands and clean their teeth. Their understanding of safety issues is promoted through discussions and activities, like visits from the police to discuss road safety and stranger danger issues.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

There have been no complaints made to Ofsted since registration or the last inspection.

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.