

Bright Beginnings Day Care

Inspection report for early years provision

Unique reference number

EY359478

Inspection date

28/01/2009

Inspector

Rachael Flesher

Setting address

School Bungalow, Fitzalan Road, BEDALE, North Yorkshire,
DL8 2DU

Telephone number

01677 422941

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 Care Limited was registered in 1996. However, it was newly registered in 2007 due a change of ownership. It is located within the grounds of Bedale High School, Bedale. The premises consist of a prefabricated building for children over three years, with its own toilets. There is also a bungalow with four rooms used by children under three years, toilets and a kitchen; the office is located to the rear of the garage. The nursery has pet rabbits.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. Out of school care is provided and the nursery staff collect children from Bedale Primary School. A maximum of 38 children may attend the nursery at any one time and there are currently 75 children on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. It opens each weekday from 07:30 to 18:00 all year, except Bank Holidays.

The setting serves children within the local community and supports those with learning difficulties and that speak English as an additional language. There are two secure, enclosed outdoor play areas. The nursery employs ten staff, including the cook. Most staff work on a full time basis and all staff members hold appropriate early years qualifications and are undertaking higher qualifications. The manager has a level 6 qualification and is working towards her Early Years Professional Status. The nursery receives support from the local authority and has links with the local primary and secondary school and other early years providers.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's individual needs and interests are identified and well provided for, through strong partnerships with parents and others, a learning environment that challenges and motivates their learning, and support from well-informed staff. As a result, all children are making good progress. Most systems in place are effective and ensure children are safeguarded, healthy and their well-being promoted. However, the key person role is not yet fully developed. The team is committed to professional development and are led by an enthusiastic and experienced early years professional who strives for quality. Self-evaluation processes involve the whole team, parents, and professionals and an action plan is in place to improve the provision and outcomes for children further.

What steps need to be taken to improve provision further?

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

- Review policies and procedures regularly to ensure they are up to date
- further develop the role of the key person in providing for the individual care routines of babies and young children

The leadership and management of the early years provision

Appropriate systems are in place to ensure all children are safeguarded, included and their needs met. Records, policies and procedures are effective and shared with parents and staff, although not all have been reviewed recently. A thorough recruitment and induction process is in place to ensure new staff are informed and supported. All staff receive feedback through appraisals, and development and training needs are identified and provided for. All staff are working towards higher qualifications, led by a graduate who is working towards her Early Years Professional Status. The team meet regularly to reflect on their practice and provision, and all are involved in completing the Ofsted self-evaluation form. The manager encourages staff to conduct peer observations and uses role-play scenarios to help them identify further areas for improvement. Feedback from parents and other professionals involved with the setting, such as local authority advisors, is also sought. An action plan is created and targets are set accordingly.

Staff gather detailed information from parents and any other settings children attend before they start, helping them settle and meet their individual needs. Information is shared daily and parents are offered support to extend children's learning and development in the home. Learning and development files are shared with parents at a designated evening with their child's key person and informally throughout the year. These are also shared with any other settings children attend to provide continuity in their learning and support during times of transition. Staff also work closely with other professionals such as the speech and language therapist and inclusion officer to further support children and meet their individual needs.

The quality and standards of the early years provision

Children receive a warm welcome and are settled and developing positive relationships with each other and the staff. They are provided with a wide range of healthy, balanced meals and snacks and children are encouraged to try new foods. The cook has developed strong partnerships with parents who have children with individual dietary requirements to ensure their children are appropriately provided for. Children are taught how to maintain their personal care by washing their hands before meals and after using the toilet and petting the rabbits. They are well behaved, are learning to take turns, share, and taught how to keep themselves safe. Children are encouraged to include, respect, and value each other's differences, abilities, and are learning about the wider world through celebrations, outings, and visitors.

The key persons have good knowledge of each child's developmental stage, individual needs and interests. They ensure their key children settle into the nursery and become a familiar face for new parents to share information with. They lead the assessment and planning for their key children, in liaison with parents and other professionals to ensure each child's welfare, learning, and development needs are met. However, not all aspects of younger children's

individual care routines are carried out by the key person, reducing opportunities to develop a bond. Each child has a learning and development record containing observations for each area of learning, which are analysed and the next steps in their learning and development identified. These are used to inform planning to ensure individual needs and interests are provided for. For example, some of the boys currently have an interest in superheros and staff are using this interest to encourage them to develop their pre-writing skills.

Staff interact with children, playing alongside them and asking open questions to extend their learning where appropriate. They also model skills to children, encouraging them to have a go, such as using scissors and writing. All children, including those with additional needs and children who speak English as an additional language, are making good progress and are appropriately supported and challenged.

Children participate eagerly and with enjoyment in a safe and stimulating environment. Opportunities are provided for children of all ages and abilities to select their own resources and pursue their own interests. Younger children move between the rooms, choosing to explore the wet sand on the floor, climb on the soft play shapes, or play in the role-play area. Older children choose glue, glitter, scissors, and paints and create their own artwork, hanging it to dry when they have finished. All areas of learning are provided through planned, purposeful play. Good continuous provision is available such as sand, water, role-play, creative workshop, and small world, which is enhanced to meet individual interests.

All children have daily access to the garden and older children can free flow between the indoors and outdoors during most of the session. They enjoy riding on the sit on toys, exploring the contents of the pond and planting spring bulbs. Children's independence is promoted well. For example, younger children are encouraged to feed themselves and older children help themselves to a drink and snack that is available throughout the session. They also have designated areas that they are responsible for tidying and help to set the table for lunch. Children confidently use IT equipment taking their own pictures on the digital camera; others show the inspector a slide show, pointing out their friends and explaining what they are doing.

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?	2
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?	2
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

There have been no complaints made to Ofsted since 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.