

Bright Futures Day Nursery

Inspection report for early years provision

Unique reference number EY265349
Inspection date 09/02/2009
Inspector Felicity Cooper

Setting address Swallow Lane, Carrbrook, Stalybridge, Cheshire, SK15 3NU

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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 Futures Day Nursery is registered to provide care for 84 children in premises off Swallow Lane, Stalybridge. There are currently 91 children on roll and, of these, 78 are within the Early Years Foundation Stage. The setting also offers care to children aged from over five to 11 years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Bright Futures has been registered since June 2004. The nursery is set in its own grounds, within the grounds of Buckton Vale Primary School, in the rural outskirts of Stalybridge. The provision is open from 07:45 to 18:00, Monday to Friday. The nursery manager has an appropriate qualification, as does her deputy. Of the remaining members of staff, eighty percent are qualified to at least National Vocational Qualification at level 2. The remaining staff are currently training to a similar level. The children's accommodation comprises of five group rooms for different ages and developmental stages of children. Each is divided into different play and activity areas. Children are based in rooms according to their age, under the supervision of their own key worker. Children have access to an outdoor play area to the rear of the building. Accommodation includes an office, staff and kitchen facilities. The nursery is registered to receive funding in respect of nursery education for three and four-year-olds.

Overall effectiveness of the early years provision

The nursery provides good quality care and education for children in the Early Years Foundation Stage. All children are included and valued as individuals. The safe and welcoming environment allows children to participate in a wide range of interesting activities. All the action points from the last inspection report have been dealt with robustly and whilst the outdoor area is still a priority for improvement, it has been developed considerably so that it now meets the needs of the children. Staff have good relationships with the early years advisor from the local authority, value her monthly visits and act on her advice. Provision within the two rooms is evaluated by room leaders but priorities for improvement remain unclear. This is because the evaluations of each room leader have not yet been combined to ensure that all staff have ownership of any areas for future development. Appropriate safeguarding procedures are in place and are rigorously followed in most instances. However, risk assessments for visits do not always identify potential hazards and procedures for recording of fire drills are not consistently followed.

What steps need to be taken to improve provision further?

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

- further develop self-evaluation to enable all staff to take ownership for the setting, prioritise areas for development and ensure continuous improvement
- ensure that more frequent fire evacuation drills are carried out and that the outcomes of these are meticulously recorded.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that risk assessments are more detailed so that potential hazards on walks and visits are clearly identified and analysed.(W1.1 Safeguarding and welfare)

01/03/2009

The leadership and management of the early years provision

The manager and owners of the nursery provide strong leadership to the staff team and are fully committed to improving the quality of the provision. They have made numerous improvements since the last inspection including enhancing the outdoor areas. They have applied for a grant so that the area can be extended further to enable direct access for children in the pre-school room. The effective use of staff appraisals identifies areas for professional development and staff are supported in attending further training to increase their knowledge and skills.

Partnership with parents is outstanding and is valued greatly by the nursery team. This relationship is fostered by means of a 'Home Links' book. Parents are asked to complete a questionnaire about their child's interests at home and to provide information about the family together with photographs. Staff include their observations of children and individual plans for learning which are then shared with parents. The managers have also built strong links with other agencies including the adjacent primary school so that children are well supported in their learning. The setting has flexible systems to ensure that adults' skills are used productively. For example, staff from the children's centre were in the nursery on the morning of the inspection to run a 'Rhyme Time' session for babies and toddlers. The nursery provides the room free of charge and this resource is valued by the community.

Staff are aware of their responsibilities to safeguard children and there are clear procedures in place to ensure that appropriate action is taken if needed. All staff have an enhanced Criminal Records Bureau check which is applied for as soon as they are appointed. Good arrangements are in place to ensure the safety of children. All external doors are kept locked and entry is by means of a buzzer system. Visitors are required to sign in. The nursery operates a password system which ensures that children depart safely. Risk assessments are carried out but, at present, those for walks and visits do not identify potential hazards sufficiently clearly. Fire drills are carried out regularly but procedures for recording them are not followed consistently by all staff.

The quality and standards of the early years provision

Children are provided with good opportunities to help them to make progress across all the areas of learning. Staff have a good understanding of the Early Years Foundation Stage Framework and plan activities which are based on prior

assessments and observations so that children's interests and abilities are taken into account. Next steps are clearly recorded so that children are moved on in their learning. Information gained from parents is used well in order to evaluate children's progress.

Children benefit from a wide range of interesting activities. There is a good balance of adult-led and child-initiated experiences. Learning areas have been set out thoughtfully according to the areas of learning. Equipment is easily accessible to children so that they can select their own resources. Independence is encouraged well and older children take on responsibilities, such as monitors at lunchtime. Younger children were seen happily exploring cardboard boxes and developing their creativity through collage activities. Babies have access to a wide range of stimulating resources and receive lots of cuddles in a clean and attractive environment.

The outdoor area has been developed well. Children have access to a climbing frame, a tactile wall, a den and wheeled toys so that they are able to develop their physical skills. There is also a nature area at the front of the building. On the morning of the inspection, children in the pre-school room were collecting snow in order to conduct an experiment about melting. This group are unable to access the outdoor area directly but staff are careful to compensate for this by taking the children on walks and by using the school field whenever possible.

Behaviour is good throughout the setting because staff adopt a consistent approach to behaviour management. There is a reward board and children attach smiley faces which are awarded for helping, sharing or listening etc. Children who have learning difficulties and/or disabilities are supported well by the special educational needs co-ordinator who is able to draw on advice from the local authority advisor.

Staff have created a safe and secure environment and have introduced a key worker system which effectively ensures that children's individual needs are met. The nursery promotes healthy eating practices by providing all children with a well-balanced range of snacks and freshly prepared meals. Excellent attention is paid to hygiene. Children wash their hands carefully before eating and staff wear disposable gloves and use tongs to handle food. Staff encourage children to share and to take turns as they play. They are taught to consider the needs of others and have recently taken part in fund raising for the Daisy Chain Children's Fund.

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?	1
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

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.