

Bright Eyes Day Care Nursery Limited

Inspection report for early years provision

Unique reference number	EY242761
Inspection date	19/08/2009
Inspector	Karen Cooper

Setting address	584-586 Kingstanding Road, Kingstanding, Birmingham, B44 9SH
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Telephone number	0121 3823322
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Email

Type of setting	Childcare on non-domestic premises
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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 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 Eyes Day Care Nursery Ltd opened in 2003. It operates from converted shop premises located close to Kingstanding centre in Birmingham. The location is convenient for local shops, schools and parks. There is an enclosed area available for outdoor play. The nursery serves the local community and surrounding areas.

The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 76 children may attend the nursery at any one time. Currently there are 65 children on roll, all of whom are within the early years age range. The nursery is open each weekday from 07.30 to 18.00 throughout the year. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and who speak English as a second language.

The nursery employs 11 members of staff, of whom 10 hold an appropriate early years qualification. The nursery holds the 'Healthy Setting' award and receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and enjoy attending the nursery. Children have access to a varied range of age-appropriate toys and resources to help them make progress in their learning and development. Generally effective systems are in place to ensure children's health and safety. Inclusive practice is prioritised and every child is valued and differences are respected. Meaningful links with parents and carers and local schools are prioritised and fostered in order to meet children's individual needs. Staff are able to identify areas for improvement to ensure that they maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- request written permission from parents prior to administering non-prescribed medication to children with particular regard to nappy cream
- ensure that the record of accidents includes children's full name
- request written permission from parents to undertake sensitive observational assessment in order to plan to meet children's individual needs
- ensure that the daily record of children looked after includes children's full names
- review procedures with regards to assessing children's progress and development to ensure all areas of the Early Years Foundation Stage are covered.

The leadership and management of the early years provision

The nursery is community focussed and dedicated to providing an essential service within the local area. Effective links have been formed with local schools and children's individual needs are appropriately supported because staff know all children well. Staff are well deployed and work effectively as a team. They continue to demonstrate ongoing commitment to updating their knowledge and skills through further training. There are clear and robust procedures in place for recruitment and vetting, which include practitioners undergoing Criminal Records Bureau checks.

Documentation is stored appropriately to ensure confidentiality is maintained and there is a range of written policies and procedures available for parents and carers to view. Other useful information is shared including a prospectus, regular newsletters and daily information sheets to ensure parents and carers feel welcome and are kept informed about the service provided. However, written consent to undertake observations of children's progress and development has not been obtained from parents or carers, and whilst systems are in place to record children's attendance and any accidents, these documents lack specific details with regards to children's names, therefore potentially compromising children's safety and well-being.

Children's welfare is promoted because staff are aware of their duty to protect children in their care and of the procedures to follow if they have a concern about a child. Staff help to keep children safe through vigilance and supervision. They have a good awareness of security and ensure children cannot leave the premises unsupervised and there can be no unauthorised access to children. Systems are in place to conduct formal risk assessments. Staff have started to use the online Ofsted self-evaluation form and demonstrate a positive attitude towards improvement; as a result, they have addressed the recommendations raised at the previous inspection. Staff regularly ask parents for feedback and suggestions acting on any comments made to improve their practice.

The quality and standards of the early years provision

Children are happy and settled at this nursery and warm and caring relationships between staff and children are evident. There is a strong emphasis on child-initiated activities and children's own interests direct their play. Staff take positive steps to find out what interests each child, how much they know and what they can do. They observe the children while they play and procedures include the use of photographs and individual learning folders. Although, staff have revised their planning systems to ensure these are ongoing and evaluated they are not monitoring children's progress sufficiently to ensure they are covering all areas of learning. Children are encouraged to play co-operatively because staff prioritises helping them to build relationships and develop their social skills. Children behave well and challenging behaviour is handled competently by staff, who emphasise the importance of treating each other with respect and taking responsibility for their own actions.

The learning environment is effectively organised and children increase their confidence through the easy access of toys and resources that are placed at low-level in all rooms. Older children develop their language skills as staff talk to them constantly about what they are doing, for example, during story time children confidently join in with familiar stories and action rhymes. Children are developing their knowledge of how things work and use the computer and peripherals with increasing confidence. They develop basic number skills through daily routines, displays around the nursery and planned activities. Children have daily access to the outdoor area where they enthusiastically take part in physical play. Babies learn through hands-on experiences and staff provide a range of stimulating opportunities for them to explore their environment and a range of materials, for example, they eagerly join in a craft activity making sensory bottles using coloured water and glitter. Children express their ideas through discussion, drawing, art and craft activities and role-play. They show a fondness for jigsaw puzzles and competently complete a ten piece puzzle. Children with specific needs attend this nursery and are fully included in all aspects of nursery life. Diversity is promoted as children have access to a variety of toys and resources that provide positive images. Children are respected as individuals and treated with equal concern.

Children enjoy sociable meal times, making the most of the opportunity to talk to staff and their friends. Healthy eating is encouraged, menus are planned to reflect children's preferences and drinks are freely available. Staff have attended first aid training and are vigilant about following guidelines regarding infection control, such as Swine Flu, by ensuring information is shared with parents. However, written consent is not in place to use nappy cream for individual children to ensure children's welfare is fully protected. Children learn about what is dangerous and how to keep themselves safe. They learn about fire safety and know the procedure for evacuation in an emergency, staff ensure this is regularly practised with the children.

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?	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?	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?	3

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?	3
How well are children helped to stay safe?	3
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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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