

# Bright Beginnings Community Nursery

Inspection report for early years provision

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**Unique reference number**

EY382236

**Inspection date**

15/04/2009

**Inspector**

Janice Shaw

**Setting address**

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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 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).

## **Description of the setting**

Bright Beginnings Community Nursery is run as a social enterprise business with a board of directors. The nursery was registered in 2008. It nursery is situated in the Adswood area of Stockport and serves the local community. It operates from a wing of Abacus Children's Centre. There is a fully enclosed outdoor play area and integral car parking. Access to the premises is suitable for children with disabilities.

The setting is registered to provide care for a maximum of 54 children at anyone time under the Early Years Register. There are currently 74 children on roll, all of whom are on the Early Years Register. The setting operates five days a week, 52 weeks a year; sessions are from 07.30 to 18.30. Children attend for a variety of sessions.

There are 18 staff who work with the children, eight of whom have an appropriate childcare qualification. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall the provision is satisfactory. Children's welfare, learning and development is satisfactorily promoted by pleasing policies and procedures within the setting. However, several issues exist at this time particularly relating to learning and development and resources. Some routines and activities are not always designed to best reflect the children's needs. The management team demonstrates a positive approach to self evaluation and the further development of the setting. This has enabled them to identify areas for future improvement. Appropriate emphasis is placed on the inclusion of all children.

## **What steps need to be taken to improve provision further?**

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

- provide time and relaxed opportunities to develop spoken language through sustained conversations between children and adults, both in one-to-one and in small groups and between the children themselves. Allow children the time to initiate their conversations, respecting their thinking time and silences and help them develop the interaction, particularly in the pre-school area
- ensure that all children in the nursery benefit from rich and challenging play experiences appropriate to their age and stage of development, with particular reference to the 3 and 4 year olds. Provide pre-school children with challenging opportunities to travel around, under, over and through balancing and climbing equipment
- improve the observation and assessment system by clearly charting children's progress towards the early learning goals. Ensure that parents are able to access freely and contribute their views to their child's development records
- increase resources in all parts of the nursery to support the six areas of learning. Ensure that these include those that promote and value diversity

and differences in the wider community. Provide a wide range of high quality fiction and non-fiction books, with particular focus on books for three and four year old children.

## **The leadership and management of the early years provision**

Since the recent registration of the nursery the new management have strived to improve outcomes for children. The staff have a clear understanding of the policies and procedures which are in place for the safe management of the provision. They have a sound awareness of child protection issues and vetting procedures in the nursery, which ensures they know how to protect children in their care. Clear recruitment procedures mean that adults working with children are suitable to do so.

A self evaluation form has been completed on line. This demonstrates a frank, honest and accurate approach to the many areas for development identified at inspection. The staff have a clear understanding of the policies and procedures which are in place for the safe management of the provision. There is a sound awareness of child protection issues and vetting procedures in the nursery, which ensures they know how to protect children in their care. Clear recruitment procedures mean that adults working with children are suitable to do so.

Parents are made to feel welcome in the setting. They are provided with suitable information verbally about what the children do each day. However, they do not have access to any development records which give them a comprehensive picture of their child's progress towards the early learning goals, nor are their contributions encouraged. On admittance parents are not given any information of the learning framework their children are involved in. This may hamper their understanding of their child's development. Links have been established with other providers of the Early Years Foundation Stage (EYFS), and they have introduced information books for each school nursery with which they pass on any relevant regarding the children. This contributes to children's ongoing continuity of care for children.

## **The quality and standards of the early years provision**

The staff have a sound understanding of the EYFS and the associated early learning goals. Which means children's learning and development is satisfactory. Children of all ages have access to a basic range of safe equipment which they are able to play independently with. Babies and young children enjoy musical and tactile toys which allow them to explore their senses through play. Children are able to select what they would like to play with and make choices about what they do. However, planning for some children does not provide effectively for their developmental needs, which often results in activities lacking sufficient challenge particularly for the older children. Observations on children's play and learning are recorded regularly. These are evaluated and used to inform planned activities for groups of children. The lack of an effective activity evaluation system linked to the planning does not confirm if children have accessed the activities, or benefited

from them. Children's individual learning journey files are incomplete and do not effectively record their progress through the EYFS.

Children share warm relationships with key workers and learn to follow the staff's calm, respectful example, with particular reference to babies and toddlers. They are secure in their relationships with the staff and happily approach any of them. Most staff get to know the children well and know the individual children's abilities and characteristics. The display of children's individual artwork helps to promote their self esteem and confidence. For example, one child discusses her 'sad face' picture and points it out proudly to a visitor. Children are becoming aware of the behavioural expectations. Minor disagreements are skilfully dealt with in a way that is appropriate to each child's age and stage of development. For example, staff gently encourage older children to consider the consequences of their actions and to apologise to others when they squabble. Younger children are learning to share, take turns and play together cooperatively.

Children's communication language and literacy skills are developing satisfactorily. They participate in a range of nursery rhymes and simple songs. This helps them to recognise rhythm in spoken words. They benefit from some opportunities to mark make and despite some mark making areas being uninspiring the children do sometimes initiate writing and drawing activities for themselves. However, their interest in literature is not sufficiently fostered as the range and quality of books available for children to freely access is insufficient. In the pre-school room children's social interaction and conversational skills are not maximised. A strong empathise is given to children's recognition of colour throughout the nursery. During some routine activities they learn to recognise shape for example, children talked about the square table and the round crumpets. There are few resources in place that promote a positive view of the wider world and increase children's awareness of diversity. They have some opportunities to use a range of media, such as paint, glue and collage materials which encourages them to explore texture and express their own creative ideas. Children particularly enjoy their free access to the sand and water trays available in most areas of the nursery.

Children's health needs are well met. Then are reminded to wash their hands before eating and appropriate hygiene routines are in place for nappy changing. They enjoy healthy meals and snacks and fresh water is freely available throughout the day. They are able to sit and eat in comfort because they are provided with suitable furniture and high chairs. The children spend some time outdoors each day, which aids their physical development. However, pre-school children do not have sufficient challenging opportunities to travel around, under, over and through balancing and climbing equipment. Through all these activities and experiences children develop skills that contribute satisfactorily to their economic well being.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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