

Brighter Beginnings Day Nursery Ltd

Inspection report for early years provision

Unique reference number EY382065
Inspection date 06/04/2009
Inspector Susan Margaret Lyon

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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

Brighter Beginnings Day Nursery Limited was registered in 2008. It operates from Charlestown Sure Start Children's Centre in Manchester. The setting is run by a private organisation and is one of six nurseries. The nursery is registered to provide care for a maximum of 70 children at any one time. Children have access to two playrooms and a resource area, bathroom facilities and two separate outdoor play areas. The setting is open Monday to Friday from 07.30 until 18.00 all year round. The out of school provision is registered to provide care for a maximum of 38 children at any one time. The before and after school club is open Monday to Friday from 07.30 until 09.00 and again from 15.00 until 18.00 during term time. The holiday club is open Monday to Friday from 08.00 until 18.00 during school holidays. The nursery supports children with learning disabilities and difficulties, and children who have English as an additional language. There are currently 49 children on roll. The setting is registered by Ofsted on the compulsory and voluntary parts of the Childcare register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children have great fun at the setting as they engage well in interesting and purposeful play activities. Most required documentation is in place and effective leadership is a strength. Children's safety and welfare is promoted effectively through staff meeting their individual and diverse needs. Observation and assessments arrangements help children progress and achieve and high priority is given to the inclusion of all children. Children enjoy positive relationships with staff and are cared for in an appealing and inviting environment. The setting demonstrates a strong capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- ensure information from observations is always used to identify the next steps in individual children's learning in order to help each child progress towards the early learning goals.

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

- obtain information regarding who has legal contact with the child, and who has parental responsibility for the child. (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register)

20/04/2009

The leadership and management of the early years provision

The service is critically examined in a variety of ways in order to bring about continual improvements, such as seeking feedback from parents through completing feedback sheets. The manager meets with new parents to ensure they are happy with the care and all staff are involved in reviewing quality at team meetings and appraisals to identify areas for improvement, resulting in action plans for future development. For example, since registration, outcomes for children have been improved through the introduction of self-serve at mealtimes in order to promote self help skills, planting and growing vegetables outside has been started and teeth cleaning is now promoted using the Brush Bus scheme.

Parents are welcomed into the setting and a 'working with parents policy' promotes a happy and enjoyable atmosphere for all. New parents are provided with a comprehensive range of detailed policies, and open days and parents evenings keep them informed of their child's learning. However, information regarding who has parental responsibility and legal contact with the child is not obtained. This is a legal requirement. Daily chats and information sheets inform parents of babies daily routines. Children's observation files and learning journeys are freely available to parents who can contribute their own photographs and home activities.

Children are cared for in a safe and secure environment due to several precautions being in place, such as safety gates and socket covers. Children are protected well due to the vetting of all adults and staff having a clear understanding of child protection procedures. Play areas are organised to allow children to move around freely and safely. All children are welcome and included in the setting and children with learning disabilities and difficulties benefit greatly through the close working partnerships between parents, staff, a qualified educational needs coordinator and other agencies. Furthermore, the setting employs a lead special needs coordinator to assist and support in the delivery of individual education plans, and to access funding, equipment and additional staffing, resulting in the provision providing a fully inclusive service.

Leadership of the setting is strong and effective. The manager acts as an excellent role model through her enthusiasm and motivation. For example, she ensures policies and procedures are put into practice by spending time in the rooms, she meets and greets children and parents as they arrive and introduces new initiatives to improve outcomes for children, such as 'Language Friendly' schemes.

The quality and standards of the early years provision

Staff have a good understanding of the Early Years Foundation stage framework. Play areas are set out in the six areas of learning and an abundance of play resources create a rich learning environment. For example, a wealth of sensory objects, textures and materials promote touch and feel experiences for babies and colourful mobiles and drapes stimulate visual awareness. 'All about me' forms completed by parents identify children's starting points on entry to the setting. Observation and assessment arrangements generally help children to progress and

achieve, although the information from observations is not always used to identify the next steps in individual children's learning. Staff spend time talking to children to help them learn. For example, they ask 'have you got the orange hat?' and say 'lets count the bricks.'

Children show increasing independence in carrying out activities, such as hanging their coats up and preparing snacks. They frequently maintain attention and persist for periods of time in an activity they enjoy, such as pouring dry sand through funnels. Children enjoy rhyming and rhythmic activities as they sing 'wind the bobbin up.' They respond to simple instructions as they wash hands before lunch. Children use one-handed tools and equipment competently as they use brushes to paint lines and circles on the easel. Babies show pleasure in finger plays, such as 'peek a boo.' A wealth of words and letters displayed around the rooms help children understand that print carries meaning. Children have some understanding of numbers and use number names spontaneously as they sing counting songs.

Babies become more mobile as they use appropriate equipment and furniture to move around safely. Children show an interest in resources that incorporate technology, such as cameras and telephones. They love to be outdoors and move in a range of ways in the fresh air. For example, they climb through tunnels, push the prams and throw balls. Babies freely explore and experience a range of senses, such as touching and feeling sea shells and tree bark and shaking and watching coloured water with glitter. Staff treat children with kindness and consideration, and as a result children are secure and confident.

Appropriate discussions help children learn to keep themselves safe. They develop an awareness of the needs of others through staff talking to them about sharing and taking turns. Children stay healthy through daily fresh air and exercise. They understand good hygiene routines as they wash hands after toileting and before food. An exclusion policy, the use of paper towels and individual bedding prevents the spread of infection. Children frequently laugh, smile and chat together as they enjoy their time at the setting. They eagerly access activities of their choice and are active learners. For example, they look for bugs using magnifying glasses.

Strong emphasis on an adult-led key worker system ensures children's individual needs are met. Also, information is gathered on entry to the setting enabling staff to establish what children can do. Respect for diversity is promoted well through all children playing together and understanding differences. Children learn about other countries and cultures through books and dolls and recognising festivals, such as Chinese New Year. Children's behaviour is managed positively through clear boundaries and explanations, contributing to their confidence and self-esteem.

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 20/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 20/04/2009

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.