

Bright Eyes Nursery

Inspection report for early years provision

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Inspector Mary Kelly

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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.

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Description of the setting

Bright Eyes Day Nursery has been registered since 2002. It is situated in the Stoke Aldermoor area of Coventry. The centre comprises a day nursery, which is open each weekday for 48 weeks of the year from 8.00am to 4.30pm and a team of family, education and health workers provide services to the local community, both in the centre and in the community.

The whole of the ground floor is accessed by the children and there is a fully enclosed garden area available for outside play. The nursery is accessible on a level entrance and they have two accessible toilets.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for 24 children. The nursery currently has 14 children on roll, all of whom are within the early years age range. The setting welcomes children with learning difficulties and/or disabilities and those with English as an additional language.

There is an overall children's centre manager, a team leader who oversees different settings and manages the peripatetic team and the nursery manager. A qualified teacher supports the educational provision at the setting and a speech therapist and mental health worker are based at the nursery. There are nine staff who work with the children, all have early years qualifications. The setting also has a cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare is excellently promoted as staff relish the time with the children and engage actively with them all, which fully enhances all aspects of children's learning and welfare. Children are making significant developmental progress through the Early Years Foundation Stage as staff have a very good, clear understanding of the framework, how to extend children further enabling them to achieve through play experiences as part of their daily routine. Excellent consideration is given to identifying the needs of all children to secure their inclusion in the provision. All views have been taken into account when evaluating practice which ensures that any issues for future development are given priority and actioned; this ensures that the setting is responsive to the views of others. Observation and assessment systems relating to children's learning and development are robust and the staff have reviewed the process and found a method that suits the setting which brings about further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to review the risk assessments used with regard to trips and outings.

The effectiveness of leadership and management of the early years provision

All staff in the setting have a superb knowledge and understanding of safeguarding and are familiar with the recently reviewed policies and procedures regarding child protection. Robust vetting procedures are implemented which ensures that all staff working with children are suitable to do so. Detailed risk assessments are carried out for the premises, indoors and outside, these successfully minimise risks to children. The setting plan to review the risk assessments used on trips and outings. Children's observations and assessments are clearly documented as the staff have found a method of recording these that works very well for the setting. They are user friendly to read and are regularly shared with parents. Children's well-being, learning and welfare are given the utmost priority through the excellent awareness of the staff who clearly know the preferences of the children. This assists staff when considering the layout of the resources, equipment and their enthusiastic interaction with the children. The settling-in procedure is extremely sensitive and very individual to meet the children's needs.

The management team work well together and this successfully promotes and supports the dynamics of the childcare team. This close knit team has significantly brought forward the improvement of the setting in successfully addressing the issues raised at their last inspection and developing an action plan following the review and evaluation of their practice, leading to improving their good practice further. Systems for evaluating the quality of the provision and its impact upon children's development and learning are fully in place. The management has also firmly established methods of gaining the views and opinions of the children and families. There are systems in place that inform parents about the Early Years Foundation Stage and how to register the children in local primary schools through newsletters, daily discussions and open evenings which enable parents to discuss their children's development with the key person. Regular staff meetings are held and a rolling training programme is in place though in-house and local authority training.

Partnership with parents is excellent as staff embrace their in-depth discussions and it is evident that there is very good two-way information shared about children's care routines and individual needs. Parents are very complimentary about the nursery and stated how easily the staff can be approached. The setting has very good transitions policies, where both the children and the parents are able to move from the younger age group into mixing with older children and finally onto school. These transitions are seamless and advice is given to the parents regarding selecting of primary schools. The setting relishes its promotion of equality of opportunity and anti-discriminatory practice serving a very diverse community and celebrates a wide range of cultural festivals. The staff team reflects this community and works highly effectively to value and respect each child and

their family, supporting individual children according to their age and stage of development.

The quality and standards of the early years provision and outcomes for children

Children are very well supported due to staff's excellent knowledge and understanding of the Early Years Foundation Stage, which is supported by a key person system. This successfully supports children making superb progress. Observations and assessments are very detailed and all staff have a clear understanding of the value of and importance of sharing these. Parents are also encouraged to take part in the observation process and this process is part of a shared responsibility to clearly identify the support children require, how they can be extended and challenged.

Staff value how important planning is for the individual needs of the children and their enjoyment through activities and achievement. They benefit from the vibrant and highly efficient levels of interaction from the adults. For example, an older child asked a member of staff if she would come to the dough table with her. They both sat conversing whilst being creative and the child said to the member of staff 'I love it when you play with me' and the member of staff said 'I love it too.' The child delights in this as the member of staff further supports this and moves on to talking about how many sleeps until the child's birthday and many other topics whilst continuing to play with the dough. The management team and staff strive at achieving the balance of adult-led and child-initiated activity and build on individual children's interests, and have succeeded to promote this fully.

The outdoor play area is extremely well-resourced which enables children to have access to equipment, such as bikes and climbing frames, as well as recreating the indoor environment outdoors. Children are encouraged to go outside in all weathers and suitable clothing is available to sustain this. Children are fully supported by staff in developing their confidence as they encourage children to perfect their skills in mark-making on blackboards, mirrors and using water and paintbrushes to 'paint' pictures. Children are skilful at navigating the outdoor space skilfully when on bikes and bathing 'babies' was a favourite. They visit local venues, such as the park, the library, and local supermarket to purchase ingredients for any cooking activities, giving the children an understanding that these resources need to be bought prior to cooking. Staff have responsibility for various areas in the setting and these are continually evolving with the use of the learning environment folders, this supports children to access a wide range of activities across all aspects of their learning and development. Mark-making is offered as simple painting or chalking for younger children moving on to some older, more able children who, using the extensive range of resources can write recognisable letters and link sounds to letters. Children are able to count whilst playing as part of the routine of the day, such as counting the number of carriages their trains have. They are able to gauge capacity when playing in the sand and water and have a awareness of the concept of under, over, in and out and one child put himself inside a home corner unit and told staff he was 'in'.

Children have a very good awareness of their own safety as they move around the setting with care, manage the transition between indoors and outdoors with ease and partake in regular fire drills. Older children have an extremely good awareness of routines for personal hygiene as they wash hands appropriately and attend to their own toileting needs. This is significantly enhanced by the pictorial routine board in the room, so children can see what is going to happen next. Staff have access to very suitable equipment and excellent procedures to minimise the risk of the spread of infection during nappy changing and when preparing snacks and drinks. Children relish their main meal, which is freshly prepared on the premises by the friendly cook who is known to the children and is part of the team. Parents have recently been consulted regarding the meals at the nursery and this consultation led to the menus being reviewed. Children access fresh drinking water and a choice of juices throughout the day and are gently reminded by staff when they have been playing outside in the warmer weather.

Children form very caring, strong relationships with each other and staff and these friendly attachments are easily observed. The children warmly greet each other and quickly settle into activities and conversation on arrival. Children of a very early age are learning to show consideration for others and share; these skills will benefit the children in the future. Staff offer consistent verbal praise and acknowledgement for simple but crucial achievements developing self-esteem and ensuring each child feels valued.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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