

Bright Start Day Care (LTD)

Inspection report for early years provision

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EY319302

Inspection date

04/09/2009

Inspector

Caren Carpenter

Setting address

6th Harrow Scout Centre, 1A Walton Road, Harrow,
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bright Start Day Care LTD was registered in 2006 and operates from the 6th Harrow Scout Centre within the London borough of Harrow. Children have access to two rooms. Access to the premises is via a side gate up to the door.

There is a secure enclosed garden for outdoor play. The setting is open each weekday from 08:00 to 18:00 and children attend for a variety of sessions. They are open all year round and offer term times as well.

The group is registered for a maximum of 26 children from two to five years and eleven months. There are currently 22 children on roll. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the childcare Register.

The nursery supports children with special educational needs and/or disabilities and also supports a number of children with English as an additional language.

The nursery employs eight members of staff. All staff hold early years qualifications. The nursery employs a cook and two cleaners. The setting receives support from the local early years advisory team. The group is member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bright Start Day Care provides a very warm, nurturing and inclusive environment where children are settled and happy. Children make good progress in their learning and development as staff work well together to provide a wide range of learning opportunities relating to their interests and enthusiasm. Positive partnerships with parents and others are used affectively to promote children's welfare.

The provider and the manager are very aware of the strengths and areas for improvement within the setting and are working effectively with staff to improve standards for children and parents.

What steps need to be taken to improve provision further?

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

- continue to establish links with other settings delivering the Early Years Foundation Stage that children attend to ensure progression and continuity of care and learning
- involve parents more effectively in assessing children's starting points
- continue to develop outdoor play space to provide further learning experiences and greater challenges to the children.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures ensure that children are protected. Staff are aware of child protection policy and their responsibilities with regard to children's welfare. Robust recruitment procedures are in place to ensure that all adults working with the children are suitable to do so. All staff hold appropriate qualifications and are effectively deployed within the setting to ensure children are well cared for. Children's safety and security is given high priority and good quality risk assessments ensure effective actions are taken to eliminate risks.

The provider, manager and all staff work effectively as a dedicated team to provide good quality care and education for children. There is active involvement of all the staff team in their staff meetings to discuss and contribute their ideas. Annual appraisals enable staff to identify their own training, development and to monitor their performance. Successful planning ensures that staff are suitably deployed and good quality resources are freely accessible helping children to make independent choices.

Rigorous monitoring and development systems result in the nursery operating effectively in all areas. The management has some precise routines for monitoring daily practice and carries them out in order to maintain high standards. These spot checks along with successful evaluation of procedures helps the management team successfully identify areas for improvements, such as the need to develop outdoor play to improve opportunities to enable children to have free access to outdoor play at all times and to develop their skills when using more challenging outdoor equipment.

Overall children benefit from a fully inclusive environment. For example, boys and girls, children with special educational needs and/or disabilities, English as an additional language are provided with good opportunities to make equal progress in their learning and development. Children are encouraged to develop a strong sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and a sense of belonging. In addition, the staff encourages families to contribute their expertise and ideas when celebrating a variety of cultural festival celebrations. Staff consider the children's learning styles, in particular gender differences, this ensures that the individual needs of the children are identified and are met.

The setting works effectively in partnership with parents and carers. Parents and carers receive comprehensive information about the setting. Parents are provided with regular newsletters to keep them well informed about future plans and events. Staff ensure that parents provide detailed written information about their children's individual needs including any disabilities, learning difficulties, medical or cultural and linguistic requirements. Staff uses key words in children's home languages to communicate effectively with the children, this helps children feel included and settled. In addition, staff use a daily communication book effectively for the younger children to share information with parents about their children's

routine and their care needs. This provides reassurance and actively involves parents in the care of their children. Parents are provided with good opportunities to attend regular meetings with staff to discuss their children's written achievement reports. However, the system for obtaining children's developmental starting points from parents is in its infancy. The setting values parents and carers' comments and seeks their views on what they are doing well and what they could do better and use this as a way of developing and maintaining good communication between staff and parents. Parents speak highly of the setting. They say that the nursery is fantastic, staff are very caring, their children feel at home and staff provide individual care to their children.

Staff understand the importance of developing partnerships with others. They seek appropriate support from a range of professional agencies, such as the Area Special Educational Needs team to ensure that children with special educational needs and/or disabilities benefit from a positive and rewarding experience. Staff work alongside the early years advisor to improve the service for children and parents. The setting has established some links with a local school, however, they are reviewing how this can be further developed to benefit the children to ensure continued progression of care, learning and development.

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

Children make good progress towards the early learning goals and enjoy their time in the setting. Staff have a good understanding of the Early Years Foundation Stage, which is reflected in the practice.

Staff effectively plan for individual children with the use of observations and assessments. The planning of the learning environment is linked effectively to the six areas of learning and enables children to play freely and spontaneously. Staff ensure that activities are adapted so that all children can participate and are not excluded. As a result, the children benefit from a well planned and delivered, balanced curriculum which helps them become enthusiastic learners and develop skills for the future within small groups.

Staff provide very good support and spend quality time supporting and extending children's play and learning experiences. For example, staff sit with a small group of children guiding and supporting them while using the nursery's computer as they take great delight drawing and painting their pictures on the computer showing good mouse control. Children are developing their early writing skills, they have good opportunities to write for different purposes and have good access to a range of writing resources which they select independently. Children are developing their imaginative skills and thoroughly enjoy themselves during role-play activities. For example, they eagerly choose and dress up in their favourite costumes and pretend to prepare and cook their meals. They thoroughly enjoy themselves creating patterns during sand play activities and design and create their own models using a variety of materials.

Children's welfare is promoted very well. They share positive relationships with staff and their peers which help them to feel secure. Staff know each child well

and make every effort to meet their individual needs and ensure all children are included. Children respond well to the effective strategies used to manage their behaviour. They benefit from consistent daily routines which helps them understand what will happen next and understand the expectations of them during their time at the setting. As a result, children play cooperatively, share, take turns and are well behaved.

Children are encouraged to develop a healthy lifestyle through the provision of healthy and nutritious meals that support their individual dietary needs. For example, they enjoy eating fish pie, vegetables and fresh fruits daily. Children have good access to fresh drinking water, which they can help themselves to when they are thirsty. Children are developing a good understanding of personal hygiene and are encouraged to wash their hands before eating and after using the toilet, use tissues to wipe their noses and discard tissues safely. Nappy changing procedures are thorough, which helps to reduce the spread of infection. In addition, children enjoy daily walks in the local community and are developing their physical skills during outdoor play. For example, they confidently use a range of outdoor equipment such as, bikes, tricycles, bats and balls.

Children are encouraged to learn about safety issues and how to keep themselves safe. For example, staff sensitively discuss with them about stranger danger and provide first hand experiences for children to cross roads safely using zebra crossings. Children clearly enjoy their time at the setting; they are secure, confident and happy.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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