

Bright Eyes Day Nursery - Cheltenham

Inspection report for early years provision

Unique reference number

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Inspector

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Setting address

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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 is a privately-run setting situated on the outskirts of Cheltenham in Gloucestershire and is accessible by foot from the town centre. It has been registered since August 2000 and operates from four playrooms in a converted, detached house in a residential area. The children share access to an enclosed, outdoor area with decking, grassed and bark surfaces. The nursery is open each weekday from 8.00am to 6.00pm all year round apart from public holidays.

The nursery is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children in the early years age range may attend the nursery at any one time. There are currently 51 children aged from three months to under eight years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities and a number of children learning English as an additional language. The nursery provides funded early education for three and four-year-olds.

There are nine members of staff, including the owner, eight of whom hold appropriate early years qualifications. Of these, two members of staff are gaining a Level 3 qualification. The owner has an Early Years Foundation Degree and is working towards Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery fosters a relaxed and homely atmosphere in which children are recognised as individuals and supported by their key workers. Systems of planning and assessment to meet their different needs are being developed so that children achieve satisfactorily overall, with some progressing well in their learning and development. Staff support many aspects of children's welfare with success, ensuring that they are appropriately safe in practice, though some required documentation is not completed. Children begin to learn the importance of a healthy lifestyle and their dietary needs are well met, though some hygiene practice is not robust. The partnership with parents and carers is strong and staff build good links with other agencies and early years settings attended by children at the nursery. The management demonstrates commitment and enthusiastic vision for the future; training has prompted wide-ranging action plans, including refurbishing the outdoor play, though systems to monitor and evaluate all aspects of daily practice are not yet fully developed.

What steps need to be taken to improve provision further?

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

- develop the children's access to well-resourced, outdoor play to increase opportunities for their independent learning
- extend systems to monitor and evaluate daily practice, including the deployment of staff, use of small groups and accessibility of creative materials for younger children
- update the record of risk assessment to include any assessments of risks for outings and trips
- ensure that resources for the children's care are clean, including those associated with hand drying and nappy storage.

The effectiveness of leadership and management of the early years provision

The nursery is satisfactorily organised under enthusiastic management. Required policies are currently being reviewed to more closely reflect the setting and to be made more accessible to parents and carers. These include a health and safety policy so that staff follow satisfactory practice, though systems for hand cleansing and nappy storage are not robust. Following changes in staffing, some systems are being developed so that adults work together as teams and to be clearer about their roles and responsibilities. Most documentation is maintained, although proof that parents are informed of accidents is not always available. Thorough risk assessments are in place and are regularly reviewed, though are not recorded for all outings. Children are soundly safeguarded through staff understanding of aspects of child protection and of procedures to follow in case of any concern. Systems for recruitment, vetting and appraisal are in place so that staff have a satisfactory understanding about persons who are not checked not being left alone with children. Staffs' professional needs are identified, and support for training opportunities is effectively offered so that outcomes for children are improving.

Staff, parents and children are increasingly involved in evaluating the nursery's strengths and areas for development. As a result, considerable action plans are in place to identify areas that the manager would like to improve. For example, the setting wishes to reorganise the premises to provide children with more play space and to refurbish the garden. Recommendations raised at the last inspection have been soundly worked on to improve outcomes for children regarding staff and parents' access to policies and procedures and planning of a broader range of activities to assist in developing young children's all-round abilities. Staff appropriately support the considerable number of children learning English as an additional language. These children receive individual attention to gain confidence, be aware of what is going on around them and to be included in routines and opportunities for play. As a result, there is no difference in their rate of learning when this is compared with that of other groups of children.

Good working relationships are established with parents and carers. New families receive a detailed welcome pack and provide an informative summary about the children and their stages of development. Pictorial and written information is offered to families so they gain a secure understanding about the Early Years Foundation Stage. Families have effective opportunities to actively contribute to their children's learning as each parent receives a detailed account of what their

child has enjoyed at the nursery so they may continue this at home. Parents speak highly of the quality of care their children receive from the caring staff, and of how well they settle to be happy and sociable. Where children need the support of other agencies, or attend other registered settings, the manager or key person responds effectively to opportunities to share any concerns and promote consistent, continuous care for the children.

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

The provision is of a sound quality and leads to children making suitable, and sometimes good, progress in their learning and development. Staff have, or are gaining, a secure knowledge of the Early Years Foundation Stage and increasingly use their skills to support children. There is an appropriate balance of adult-initiated and child-led activities and children have opportunities within the routine to suggest ideas for activities themselves. They make use of the garden each session, though in their age groups, rather than being able to choose whether to play in or out of doors. Children enjoy going outside, though their play is mainly physical as they manoeuvre wheeled toys, chalk on the wall and create obstacle courses with tyres. Staff use some effective teaching methods, such as repetition, getting down to the children's level, asking questions about their play and using interesting resources, such as shells and bubbly water in the 'home area'. However, systems are not yet fully developed to monitor and evaluate daily practice, including deployment of staff, so that young ones are supported to extend their range of activities and do not lose concentration in large groups where, for example, pictures rather than objects are used for teaching. Key persons observe the children and the resulting assessment clearly shows progress in each area of learning for all children, including those with special educational needs and/or disabilities. Staff are increasingly using their knowledge to plan and provide appropriate activities for the group starting from one child's interests. For example, children were supported to be creative when a 'tent' area was developed after a pair had gone 'camping' and a threading activity with macaroni followed a child's interest in jewellery. Some opportunities are planned to extend their knowledge of the world about them. These include an autumn walk to collect conkers, twigs and leaves and the bringing of food for their Harvest, such as vegetables and fruits.

Children gain sound skills for the future. Their early literacy skills are suitably developed as staff offer a range of opportunities, including free use of drawing and writing materials and a range of interesting books. Children feel safe and secure within the close relationship they develop with the staff. As a result, they suitably concentrate on their chosen activities, such as play with dolls and musical instruments. They gain confidence to talk about their activity, for example, eagerly describing how a bottle filled up quickly 'with an explosion'. They are sometimes challenged to extend their learning, for example, to take one away in a counting song and to combine resources, such as toy cars and model figures. Children are suitably prepared for their transition from the nursery to school. They develop sound self-care skills in toileting, dressing and eating. During free play sessions, babies and children make decisions by selecting from accessible materials, such as

construction and small-world toys. Pre-schoolers begin to choose materials for their own purposes, for example, from the art and craft area, though similar materials are not freely available to younger ones.

The children begin to show an understanding about the importance of regular exercise and they enjoy daily opportunities to engage in physical activities, sometimes in the soft-play room. Children begin to learn about hygiene as they independently wash their hands after using the toilet, though, occasionally, they share the same towel when washing before eating. They have easy access to tissues for nose blowing, which they dispose of safely. From a young age, they make healthy choices about what they eat and drink and older ones are often involved in preparing food for themselves and younger ones in the nursery. Children begin to develop an understanding of dangers and how to stay safe. They practise road safety on walks and negotiate the stairs safely. They recognise the need to behave in ways that are safe for themselves and others, for example, responding to staff's enthusiasm so that they use their 'listening' ears. The adults are a positive role model for children with their calm, friendly manner so they follow their lead. Older ones are encouraged to be polite at meal times and they cooperate by responding to the staffs' enthusiasm for tidying the room. They share with each other and take turns, for example, at table games and when spraying plants with water. Children have appropriate opportunities to make a positive contribution and grow in confidence. For example, they settle with a 'buddy' when moving to the next group and gain self-esteem as they take on appropriate responsibility, such as helping to lay the breakfast table. They show concern for living things around them when caring for the nursery rabbit and fish and hearing about 'nocturnal' creatures. They learn to be considerate towards younger children and one another, for example, by saying 'good morning' in different languages so that others feel included.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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