

Brightlands Day Nursery

Inspection report for early years provision

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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*.

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Description of the setting

Brightlands Day Nursery opened in 1997 and is privately owned. It operates from the basement and ground floor of a detached Victorian house with a semi-circular drive for delivering and collecting children. The house is in a residential area close to Cheltenham town centre in Gloucestershire. The premises include seven activity rooms, a sleep room, a kitchen and facilities for children and staff. There is a terraced, outdoor area and an enclosed, outside play area with grassed, paved and safety surfaces for children's play. The nursery is open from Monday to Friday between 8am and 6pm all year round, excluding Bank Holidays.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 32 children in the early years age range may attend the nursery at any one time. There are currently 46 children aged from six months to under five years on roll, some in part-time places. The nursery provides funded early education for three and four-year-olds and currently supports a number of children learning English as an additional language.

The owner-manager employs 10 members of staff to work with the children. Of these, eight hold an appropriate early years qualification and two member of staff are currently working towards a qualification. There is one member of staff with qualified teacher status and the owner is gaining Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery promotes an inclusive environment that is well organised to enable children to experience a variety of well resourced play areas to foster their involvement and enthusiasm. The children make good progress in their learning and development since the staff are well aware of their individual needs and interests. Good organisation, drive and motivation of the adults ensure children are happy, have positive experiences and are well cared for in a secure environment, where their safety and health care is of the highest standard. Children benefit as the staff are proactive in developing most links with their parents to support their progress. In-depth reflection ensures that plans for the future are well targeted, resulting in a service that is responsive to the needs of all families.

What steps need to be taken to improve provision further?

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

- continue to extend children's free access to outdoor play to maximise opportunities for their independent learning
- enhance children's good progress towards the early learning goals by obtaining more information from new parents about the children's learning in all areas.

The effectiveness of leadership and management of the early years provision

The nursery is very well organised with committed staff who are well qualified. All required documentation is clear and detailed and individual records are informative, thereby promoting good quality care and inclusive practice. Highly relevant, frequently reviewed policies and procedures relating to all aspects of children's welfare are effectively implemented, including those promoting excellent support for their health and safety. Children are fully safeguarded and the management checks the on-going suitability of all adults working with the children. The staff are vigilant at all times and have a secure understanding about procedures for protecting children. Comprehensive risk assessment is regularly updated to minimise hazards for children regarding the premises and outings. The use of the safe, spacious setting is being increasingly effectively so that children play co-operatively, alongside others or alone as they choose. Quality resources are scrupulously clean, while toys and books are visible to encourage children to select these for their play and to choose others from storage. For example, children make very good use of tools to paint with water and high quality, home-made picture cards and books that effectively support their concentration and learning.

The staff strive to establish good partnership with parents and carers so they may be fully informed about the provision, frequently consulted about children's welfare and effectively involved in their child's care and education. Children benefit from daily communication with parents, the detailed baby diaries, quarterly progress reports and shared learning journals with photographs of their activities. Parents appreciate that staff are always caring and interested in their children and that they ask for detailed information about the children to use as starting points, though not in the areas of learning. There are systems in place for liaison with other early years provisions that a small number of children have begun to attend; this is to share any concerns and consistently support their progress. The nursery adults are inspired by a shared vision and are highly committed to further improving their knowledge and practice. The management successfully includes children, parents and staff in evaluating the nursery's strengths and areas for improvement. For example, opportunities for professional development are identified and implemented and the nursery plans to further develop indoor and outdoor spaces to extend support for children's individual learning and development.

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

The staff have a secure understanding of the Early Years Foundation Stage so that children participate in varied activities that extend their thinking. From a young age, they regularly investigate natural materials, including sand, bark and mud, and explore the natural world, for example, on nature walks to collect leaves for their craft work. Children are well supported in their progress and become highly

competent in their communication and early literacy skills. They are fully engaged in challenging conversations and frequently respond to opportunities to express their own ideas, for example in role play at the 'beauty salon'. They enjoy favourite books, including those with rhymes and sounds, and tell their own stories while playing imaginatively, for example, with 'frog' umbrellas, small figures and jigsaws. Engaged in purposeful activities, such as gardening and cooking, they have very good opportunities to gain new life-skills as they grow vegetables and notice changes to ingredients, for example, in pizzas and cookies.

The children gain highly effective skills to solve meaningful problems, for example, as they experiment to find the best way to arrange 'runs' for toy cars and describe the properties of shapes, such as ovals and rectangles. They initiate counting in a fun way to identify a number of pictures or record the how many are present. They experiment with pattern and gain a good understanding about sequencing. Children have a broad range of interesting, exciting activities as they play in and out of doors, though opportunities to move freely between inside and outside areas are not maximised. Over time they access a range of creative resources to freely draw and explore different textures, such as chinks, dough, paint and materials to collage; they sing and dance to favourite music and play with instruments, including an outdoor 'xylophone'. The key persons' planning and organisation ensure that children are consulted, engaged, challenged and enjoy their learning experiences. These are based on regular observations of their free play that are linked to all areas of learning and aspects for individual children to work on. Regular monitoring shows that children make good, and sometimes very good, progress towards each of the early learning goals.

Children's welfare is promoted effectively through the committed staff's in-depth understanding of related requirements to offer well explained procedures and routines. The children benefit from the staff's highly effective approach to managing children's behaviour. Adults focus on raising self-esteem through giving emphatic praise and encouragement and involving pre-schoolers in devising rules for their age group. As a result children are considerate towards others by being polite and sharing space and toys. Children gain good independence by caring for their own belongings and making decisions about activities, including suggestions for verses for songs. The staff promote many aspects of children's welfare with success and ensure excellent learning about feeling safe and healthy lifestyles. Children gain an excellent understanding of how to keep themselves safe. They frequently practice leaving in an emergency and take risks in controlled circumstances, for example, playing with sticks, building with planks and negotiating rougher ground on trips out. They well understand the importance of physical exercise, a healthy diet and personal hygiene to 'get rid of the germs'. The nursery's close liaison with nearby schools and children's increasing confidence in self-care, effectively support them to gain skills for the future. Their understanding of the wider world is demonstrated well through their play and communications as children eagerly paint from photographs of fireworks and learn about traditional customs, such as Halloween. Children receive close, individual attention from the staff so that they have a strong sense of security in order to succeed in a stimulating, welcoming environment.

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	2
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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	1
The extent to which children adopt healthy lifestyles	1
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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