

Bright Beginnings Nursery (York) Ltd

Inspection report for early years provision

Unique reference number 321508
Inspection date 30/10/2009
Inspector Linda Cook

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Beginnings Day Nursery is a privately owned provision, which was registered in 1998 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a two-storey detached house in the Rawcliffe area of York. Care is provided on the ground floor for children aged three years and over, and on the first floor for those under three years. There is ramped access to the building. Toilet and nappy changing facilities are available on both floors and there are three enclosed areas for outdoor play. The nursery is open each weekday from 7.30am until 6.00pm all year round with the exception of bank holidays.

The nursery care for children from 15 months of age and there are currently 63 children aged from 15 months to four years on roll. Funded nursery education places are offered to children of eligible age. Children come from the local community and surrounding areas and the nursery supports children who have English as a second language.

The nursery employs eight members of staff, all of whom hold appropriate early years qualifications, including qualified professional status. In addition there are three relief members of staff. The nursery is a member of the National Day Nursery Association, the Pre School Learning Alliance and the local early years partnership and achieved a recognised quality assurance award in 2008.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A committed staff team works very effectively together putting the needs of the children first. As a result, children enjoy a happy and positive experience during their time at the nursery. All children are respected, are highly valued as individuals and make strong progress in their learning and development in a fully inclusive environment. Children with identified specific needs receive excellent support that enables them to fully participate. The setting strives for continuous improvement as they reflect on their practice to identify areas for future development and to improve outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop further ongoing links with other settings that deliver the Early Years Foundation Stage to children who attend
- strengthen links between planning and assessment to clearly show how children's individual next steps are planned for and how all staff are made aware of these.

The effectiveness of leadership and management of the early years provision

Robust recruitment and selection procedures ensure that staff working with children are suitable to do so. There is a clear induction process for new staff and an appraisal system supports their ongoing development needs. Staff regularly access training and, as a result, keep their skills and knowledge up to date. All required policies, procedures and documents for the safeguarding of children are in place. Appropriate records are maintained and stored to maintain confidentiality. Staff are very aware of their roles and responsibilities in safeguarding children's welfare and attend child protection training. Risk assessments are clear, relevant to the setting and regularly reviewed. They, together with daily checklists and vigilant staff, reflect the high priority given to ensuring children's safety.

Strong leadership focuses on helping all children make good progress and on the continuing development of the service provided. Staff are deployed very effectively and have an input into the way the service is developed. The nursery has introduced a formal self-evaluation system which effectively identifies strengths and areas for development, and recommendations made at the last inspection have been successfully addressed. A clear action plan successfully targets areas for development to improve outcomes for all children. Friendly staff work well together and have a common sense of purpose. Clear policies and procedures, which are individual to the setting, regularly reviewed and consistently implemented, ensure the nursery runs very smoothly on a day-to-day basis. Children play safely in bright, welcoming and clean premises which are well maintained. They confidently select and use a very broad range of toys and resources, indoors and outdoors, that are suitable for their varied needs.

Very positive relationships are developed with parents. A detailed exchange of information before a child starts helps with the settling-in of each child and ensures staff are fully aware of their starting points. A daily exchange of information ensures staff are aware of individual children's changing needs and interests. Close working partnerships with parents ensure children with English as a second language are effectively supported and helped to settle and feel secure. Responses from parental questionnaires are very positive and parents express their appreciation of the good quality service provided. They have access to activity plans, newsletters and their children's developmental records and an effective key worker system provides them with a point of contact. Parents are encouraged to share what they know about their child and their input is evidenced in the children's learning journey folders. The introduction of recent technology enables parents to view images of their children and the activities they have enjoyed during the day. Parents confirm they are very pleased with the quality of care provided and are kept well informed of the daily activities and their children's progress.

A strength of the setting is the high priority given to ensuring all children are included and their individual needs recognised and met. There are comprehensive systems in place to support children with special educational needs and/or physical disabilities. The nursery has very good links with other professionals, such as

physiotherapists, portage workers and special education needs development workers. The owners meet regularly with other settings to share good practice and standardise assessment systems. Ongoing partnerships with other settings the individual children attend, while not yet fully effective, continue to be developed to ensure continuity of care and learning.

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

Staff's good knowledge of the Early Years Foundation Stage, child development and how children learn through play means they are skilful in helping children progress well in their learning both in and outdoors. Individual sensitively written observations demonstrate that all areas of learning are covered and equally important. All planning starts with observing the child in order to understand and consider their current interests, development and learning styles. Staff talk very knowledgeably about each child in their key worker group. They are aware of their current interests; as a result, they plan a broad range of fun and interesting activities for children to enjoy and which effectively support their ongoing learning. However, the individual children's next steps are not clearly evidenced in the planning documents to ensure all staff are aware of these.

Children happily enter the setting, have warm relationships with staff and enjoy the company of their peers. Staff give high priority to promoting the children's personal, social and emotional development. As a result, children are very confident and express their wishes and independently select the toys and materials they wish to use. Behaviour is excellent throughout the nursery and the children demonstrate a very positive and caring approach towards one another and develop good manners. Children are independent learners who are highly motivated and busy at their chosen activity. Experienced staff intuitively know when to stand back and when to intervene in play to maximise children's learning.

Children are very confident communicators who chat constantly to staff and each other. Young children enjoy sitting on the staff's knees and laugh and clap as they bounce up and down and participate in song time with the older children. Children enjoy books and handle them well; they learn to recognise their name in print and that print carries meaning as they find their name card and put it next to their peg when they arrive. Displays, posters and effective labelling around the nursery further support children's number and letter recognition. Labelling in four different languages, displays of festivals celebrated in different cultures and a wide range of books in dual languages ensure children with English as an additional language are extremely well supported and all children develop a very good understanding of cultural diversity. Children learn about their local community and the wider world. For example, they have made a map of the local area and identified where they live. A soft toy called 'Tilly Turtle' is taken by the children to places of interest and on their holidays; her journeys are plotted on a map of the world. Children develop their imagination in well-resourced role-play areas as they act out scenarios. They pretend to shop and prepare meals in the home corner and put on a helmet and select a torch as they enter a spaceship to fly to the moon. All children have access to a broad range of resources that increase their understanding of technology.

Young children have access to push-button and interactive toys and pre-school children are extremely confident in completing simple computer programs, developing excellent skills for their future success.

Procedures to prevent cross infection are very good and children begin to learn about how to manage their own health and hygiene. Older children confidently explain that fruit is good for you and one square of chocolate is alright but a whole bar is not so good. Their understanding of healthy eating is further increased as they grow a wide range of fruit and vegetables in the nursery garden. Pre-school children have opportunities to enjoy the fresh air and develop their physical skills as they enjoy free-flow opportunities to the outdoor play area. Younger children are cared for on the first floor and regular opportunities for outdoor play are included in the nursery routines. Children learn to keep themselves safe as they regularly practise emergency evacuations and have discussions with staff. Children are happy, settled and actively engaged and clearly benefit from their time spent at the nursery.

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	1
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	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