

Bright Smiles

Inspection report for early years provision

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Inspection date	26/10/2009
Inspector	Elizabeth Margaret Grocott
Setting address	2 Morpeth Road, Hoylake, Wirral, Merseyside, CH47 4AT
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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 Smiles is a day nursery and out of school club owned and managed privately. It registered in 2003 and operates from the ground floor of a converted house in Hoylake on the Wirral peninsular. There are four main playrooms which accommodate the different age groups of children, an entrance hall, toilet and staff facilities, as well as a large secure outside play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local area. It is registered for 39 children under eight years, of whom no more than 31 may be in the early years age group. There are currently 41 children between one and four years on roll in the early years age group. Out of school care is provided before and after school and during the school holidays. It is registered for a maximum of eight children. Children are taken to and collected from local primary schools.

The setting is open five days a week from 7.30am until 6.30pm for 51 weeks of the year. All children share access to secure outdoor play areas. The setting has a ramp entrance and is all on one floor so is accessible to all children and their parents. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There is a team of 11 staff who work with the children, of whom, nine hold a level 3 qualification and two are working towards this. The setting is supported by the local authority and an advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and staff work very well together, successfully promoting children's welfare, learning and development. Children's individual needs are well met by a caring staff team. Inclusive practice is promoted throughout the setting, ensuring all children are included and able to fully participate in all activities offered. Those who speak English as an additional language have insufficient opportunity to use their home language during their play but all children make good progress in their learning in the welcoming nursery environment and the exciting outdoor area. The provider is committed to improvement and the ongoing self-evaluation of the setting incorporates the views of staff, parents and children. The Early Years Foundation Stage (EYFS) has been implemented with only minor weaknesses in recording and a hygiene issue.

What steps need to be taken to improve provision further?

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

- undertake sensitive observational assessment across the six areas of learning in order to plan to meet young children's individual needs

- promote good hygiene practices by ensuring each child has their own flannel and towel
- improve support for children learning English as an additional language, for example, by using the effective practice examples in the Department for Children, Schools and Families guidance 'Supporting children learning English as an additional language'.

The effectiveness of leadership and management of the early years provision

Children are particularly well safeguarded as child protection training is prioritised for all staff. They are very clear about their responsibilities in protecting children and are aware of the possible indicators of abuse and neglect. All staff have had checks carried out by the Criminal Records Bureau to ensure they are suitable to work with children. A full and thorough risk assessment is carried out and regularly reviewed to identify hazards. Older, more able children are confident in explaining the procedure to follow when the fire alarm sounds as they learn how to keep themselves safe. Babies and younger children demonstrate feeling safe as they happily explore their surroundings with confidence and snuggle into familiar adults. Accident and medication records are appropriately maintained and also help to keep children safe.

Management are ambitious in their vision for the setting and have clear priorities to improve, using self-evaluation to identify their strengths and areas for development. They focus on helping all children to make good progress and enjoy their learning. They have high expectations of staff and use meetings and appraisal to stimulate enthusiasm. Staff rearrange the rooms and age groups to give maximum benefit to the children and access to the outdoor area. Landscaping the outdoor area enables all children to play outside simultaneously. Hides are built to watch wildlife, tracks are created to learn about road safety and ramps are included to ensure accessibility for all. Staff take their development seriously and attend a variety of training courses alongside their qualification training including foundation degrees. Training includes Learning through music, Phonics, Food hygiene and Encouraging language development. The courses help staff to develop their knowledge and understanding and improve the outcomes for children.

Hard work has enabled staff to build good partnerships with parents and carers. They are considered at all times when decisions are made about the nursery. They are provided with a range of policies and procedures when they join the nursery. Regular questionnaires seek their views and opinions which feed into the self-evaluation, newsletters keep them informed about any changes and three monthly meetings keep them up-to-date with their child's learning and achievements. Parents are encouraged to be involved in their child's learning as the nursery's Bright Bear goes home with them at the weekend. Parents are encouraged to record his adventures, which they do with enthusiasm. Links with others who provide EYFS are established and help staff to maintain consistency in children's learning and in the transition to school.

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

Staff have a very good grasp of the EYFS and make assessments of children when they first join the nursery to give them an idea of where their development is up to and how best to plan for their future learning. They make regular observations to monitor children's progress towards the early learning goals. However, as yet the systems in place do not ensure that all six areas are monitored on a regular basis, meaning gaps in learning may go unnoticed. Children's next steps are planned using the observations as a guide, following their interests. Children have good relationships with staff and are confident learners. Adults have a good knowledge of each child's background and use this information to plan appropriate activities. Those children who speak English as an additional language are well supported as they learn, however, opportunities for them to use their home language during play is limited. Staff learn some key words so they can communicate effectively and resources provided help children to value similarities and differences in different cultures.

All children are challenged to extend their thinking and develop learning in a variety of interesting ways. For example, the nursery hatch duck eggs and children help to feed and care for the new ducklings. They also hatch a guinea fowl egg and name the chick 'Lucky'. The chick now lives at a local farm where children make regular visits to watch his progress as he grows. Children learn about the cycle of living things as they plant, grow and harvest their own vegetables, such as tomatoes, potatoes, beetroot, peppers and cucumber. Babies and younger children invite their pet giant land snails to join in as they sing their favourite songs and rhymes. The snails sit quietly on their special mat and listen to a story. Children explore the sounds pots and pans make when they are crashed together. They try different instruments in the preschool room and experiment the different sounds that are made. They learn new vocabulary as they discuss the names of baby animals, such as calf, fawn and piglet. Children develop skills for the future as they confidently use the computer and take photographs of their friends using the nursery camera. They investigate play dough, shaving foam, gloop, jelly and cooked spaghetti. Children have access to plenty of physical activity in the outdoor area and also make regular visits to local parks, the beach and the local library.

All children are encouraged in good hygiene practices, for example, hand washing regularly before meals and after toileting. However, babies share a bowl of water and a towel as they prepare for lunch. This increases the risk of cross infection and does not promote good hygiene habits for the future. Children are provided with a healthy balanced diet, prepared on the premises each day. They have access to water throughout the day and happily tuck in to a cheese and onion pie with vegetables. At tea time children select from assorted sandwiches, fresh fruit, baby corn, rice cakes, carrot batons and scones.

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	3
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