

# Bright Beginnings Day Nursery

Inspection report for early years provision

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**Unique reference number** EY290457  
**Inspection date** 15/02/2010  
**Inspector** Lynn Rodgers

**Setting address** Balby Retail Park, Sandford Road, Balby, Doncaster, South  
Yorkshire, DN4 8PL

**Telephone number** 01302 850666

**Email**

**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 Beginnings Balby is the second private day-care facility belonging to this private owner. The nursery operates from a purpose built, two-storey building and children access four rooms within the building, plus associated facilities. The location is within a small retail park in Balby, a suburb of Doncaster. The nursery is part of the Neighbourhood Nursery Initiative and serves the local area. Shops and access to public services are within walking distance. The setting is registered for a maximum of 100 children under the age of eight years; 60 children aged from two years to under eight years and 40 children aged from birth to two years. There are currently 119 children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. The setting supports children who speak English as an additional language. The nursery opens seven days a week, all year round. Sessions are currently from 7am until 7pm.

There are 16 staff working with the children and all have a relevant childcare qualification, with one staff member working towards a higher qualification. The setting provides educational funded places for 42 three-year-olds and four four-year-olds and also offers support to provide places on the Neighbourhood Nursery scheme.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provider demonstrates a very good understanding of their strengths and areas for development, which effectively contributes to the ongoing improvement of the service. The provision promotes inclusion and positively meets individual children's needs. Relevant information is gathered from parents and fully documented to enable staff to promote diversity and equal opportunity for all age groups of children. All children are included, valued and respected. The setting has successfully met all previous recommendations and strives to ensure they constantly review how the setting operates and identify any areas for improvement. Both the staff and management work very well together to develop high standards of care and education for all children and ensure children spend their time in a positive way.

## What steps need to be taken to improve provision further?

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

- focus more clearly on the children's next steps and how these will be implemented and achieved.

## **The effectiveness of leadership and management of the early years provision**

The staff take their responsibility for safeguarding children very seriously and there is a very comprehensive policy and robust procedures in place, which are designed to effectively deal with any eventualities and concerns. Most staff have completed relevant training and are pro-active in the protection of the children. The manager is the child protection liaison officer for the group and staff know to report any concerns to her. There is a comprehensive induction period for new staff, and they have informed all parents of the setting's duty to report any concerns. The setting has closed-circuit television equipment, and there is a robust system in place for carrying out risk assessments effectively. All outings are risk assessed beforehand, fire evacuation practice is carried out with all groups of children and the evacuation plan is displayed in all areas of the setting. All relevant documentation for the effective running of the setting is in place and regularly reviewed. Self-evaluation is addressed positively with very good information documented. The manager has definite ideas on where improvements can be made, and for reflecting on the practice. The management have implemented two action plans for future improvements to the setting. Other ways to reflect on practice are through talking to parents, being aware of children's individual needs, treating ideas and suggestions as meaningful ways to improve and welcoming any new legislation and support from other agencies. Ambition is embed through regularly reviewing how the setting operates and ensuring staff have the right qualifications and experience to do their jobs well; to have the foresight to meet challenges and move the setting forward by keeping training up to standards and setting high expectations for the staff and children. All recommendations from the last inspection have been met successfully. The manager and the owners provide excellent support to the team and the overall running of the company.

The wide range of excellent resources are effectively used to meet children's needs. Staff take time and emphasis to present them well to the children, ensuring they are stimulating and challenging. The resource room is overflowing with interesting artefacts and play equipment, staff can put their hand to anything they need or the children ask for. Toys and equipment are in very good condition, suitable for the intended purpose and easily accessed by the children. The effectiveness with which the setting promotes equality and diversity is sound. There are many resources reflecting diversity and staff interchange play situations to ensure children are interested and sufficiently challenged. They have meaningful discussions with the children about families, relationships, feelings, cultures and religions. Staff establish children's needs through discussions with parents, observe the children and value their opinions. They help children feel they belong because they are open and friendly, warmly welcome them and their parents, and establish favourite toys and comforters. Information gathered is used to ensure children have a challenging and exciting experience within the setting.

Parents receive informative information on a daily basis, they have access to their own child's reports and share relevant information. Behaviour is managed positively by staff who are consistent and encourage children to be responsible for their own actions and to learn respect for peers and adults. Positive praise ensures

children feel good about themselves and they can work harmoniously together. Activities are well organised and show how the adults' interpretation of diversity is very effective. Inappropriate attitudes or name calling are immediately challenged by staff and children are given clear and understandable explanations for this. All children have the same chances and access all toys and resources equally. Positive partnerships are established with parents and other educators of children. Complaints are dealt with effectively and parents know of their right to complain and who to contact to do so. Staff are suitably qualified and systems for induction and recruitment are robust. The staff interact with the children in a very positive way, they meet their needs accordingly, have achievable rules and methods for managing behaviour and all children are shown equal amounts of care and affection. The premises are suitable, purpose built and very well-maintained throughout. The manager is aware of what to notify the regulator about.

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

Planning for all age groups is very effective. The key workers plan for individual children, then the manager and deputy plan for the whole setting, in circle and group activities. Staff take into account children's ages, stages of development and their interests when planning supporting activities. However, staff do not clearly document the children's next steps. The wide variety of age-appropriate play situations, allows for the children to initiate their own play and staff react enthusiastically to their spontaneity. Staff engage with parents and find out about the children, their needs, likes and dislikes, comforters, and what they do at home. Children's progression is monitored during spot observations, as they settle, then more in-depth observations as they access play. Children's assessment records are informative, starting points established and show clear links to the early learning goals. The children are beginning to relate home experiences to staff, who ask open-ended questions to help children to think for themselves. Generally behaviour is good, with few gentle reminders. There is good interaction with the children, staff support and help them and encourage them to follow rules. Children know the routines and what they can or cannot do, have made friends in the setting and enjoy their day. Staff ensure children have some form of physical activity each day. They can work things out for themselves, and have free-flow play at all times. The children show good levels of concentration and fine manipulative skills, as they draw, thread, use tools properly and build models.

Creativity is fostered very positively with children given the chance to explore and develop their artistic talents in a wide range of situations. There are many examples of their work displayed, and they are spontaneous, excited and show their individuality as they work together in groups. The children take part in various forms of role play, use their superb imaginations as they initiate their own play and show leadership skills beyond their years. Staff help children to understand the wider world through everyday activities that foster their understanding of diversity. Children are curious, want to learn and can solve things for themselves. Staff incorporate mathematical activities in the curriculum and children are able to count, recognise colour and shape, write their own names and recognise some familiar words. Younger children are encouraged to communicate

through games, stories and meaningful discussions. They socialise and help to set the table at lunchtime, relate their own experiences and have lots of fun. Staff help children to feel safe as they have discussions about climbing on chairs, they explain to them about opening doors, and fully supervise them at all times. They teach road safety on outings, invite the emergency services to talk to children about dangers and the road crossing warden gives demonstrations about how to cross the road safely. Children take part in topics about weather, seasons, and people who help us. They have access to maps, find countries they have been to on holiday, talk about other cultures and religions. They grow and plant vegetables and flowers, and are learning to appreciate the local environment. Staff ensure they have all the necessary equipment when they go out. For example, first aid kits and contact numbers, and adhere to adult to child ratios. There are good routines for the prevention of infection, and children show an increasing awareness of personal hygiene skills as they follow the adults' examples. Food and drink is healthy and nutritious and children's dietary and religious requirements are met. Children are given choices and have times when they can help themselves to drinks and snacks. There are appropriate facilities for children to rest and be toileted.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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