

Bright Beginnings Day Nursery

Inspection report for early years provision

Unique reference number EY395645
Inspection date 07/01/2010
Inspector Saida Cummings

Setting address Coventry House, Station Road, Pershore, Worcestershire,
WR10 2EY

Telephone number 01386555351

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bright Beginnings Day Nursery is run by Bright Beginnings (Persnore) Limited and was registered in 2009. The setting operates from self-contained, converted premises in Persnore, Worcestershire. Children are cared for in several rooms and they have access to an enclosed outdoor play area. The setting serves the local rural area. A maximum of 44 children may attend at any one time. Children from the age of three months to 12 years of age attend the setting.

There are currently 39 children on roll who are within the Early Years Foundation Stage. The setting is in receipt of funding for the provision of free early education to children aged three and four. Older children also attend the out of school club. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting offers support to children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. Children attend for a variety of sessions. The setting drop off and collect school aged children from local schools. The out of school club operates from 7.30am to 9.00am and from 3.00pm to 6.00pm during term-time. There is also a holiday club which operates from 7.30am to 6.00pm during school holidays. The setting employs ten staff who work with the children, all of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish due to good quality care and the strong attachments they make with their key persons. Their welfare, learning and development are well-promoted as staff take time to plan specific activities which link into individual children's interests and abilities. Children's right to choose, make decisions and voice their thoughts and opinions is supported very well so that they are fully included and develop a strong sense of belonging and self-esteem. The effective partnership with parents and carers plays a key part in providing high-quality care and early education for individual children. The self-evaluation systems are not yet fully implemented to ensure the setting is able to make continuous improvements in all areas.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation systems further to ensure priorities for making improvements are identified and implemented in all areas
- develop planning for babies further by using the observations and

assessments to help them move on to the next stage in their development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by a team of staff who have a good understanding of the issues surrounding child protection and recognise that this is their first priority. Robust systems for the recruitment, vetting and induction of staff ensure that children are cared for by suitable and knowledgeable adults. Children's welfare is promoted as the staff ensure that the setting remains safe, suitable and child friendly. Thorough risk assessments are carried out regularly and a daily safety check ensures any potential hazards to children are minimised. New ownership and improved evaluation of the nursery's practice have helped enthuse staff, develop more positive attitudes to change and led to new ways of working. For example, future improvements have been planned and more effective team working has been developed. However, these recent changes, new plans and evaluation systems are not yet sufficiently developed to ensure continuous improvements are made in all areas.

Comprehensive systems underpin the smooth operation of the nursery and, as a result, children's welfare, learning and development are well catered for. The effective policies and procedures work in practice to safeguard children and promote their health and well-being. The provider, manager and staff are enthusiastic, dedicated and work well together as a strong and supportive team. Staff have high regard for children's well-being and they attend lots of training to further develop their childcare practices. Children are encouraged to play a full part in the life of the setting because staff fully understand, respect and value their unique needs. Staff work closely with children to promote tolerance and acceptance and this creates a strong sense of caring within each age group. Staff deployment is well-organised to ensure children are fully supervised without inhibiting their ideas and imagination. Children easily access the broad range of good quality interesting and stimulating resources which enables them to instigate their own play. For example, they choose various role play items from the accessible storage areas to help them develop their imaginary play.

Children benefit greatly from the ongoing liaison staff maintain with their parents and carers, which effectively contributes to the continuity of their care and supports their learning. For example, parents and carers are kept well-informed about their child's activities and events within the nursery through daily discussions, regular newsletters, notices and information leaflets. The provider, manager and staff have devised effective systems to enable parents and carers to share their views and ensure they are consistently included in their children's learning. Parents and carers speak very positively about the provision, particularly in relation to the supportive and friendly staff who work with them to meet their children's individual needs.

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

Children thrive in the setting's caring environment and are progressing well towards the early learning goals. They develop a strong sense of belonging within the setting, enjoy the attention of caring staff and engage in both self-selected and planned activities individually and also with their peers. They are settled, happy and enjoy their time in the welcoming and stimulating environment. This includes access to specifically adapted areas, such as the Information, Communication and Technology room and the soft play room. There are effective systems for observing children and assessing their progress. The key persons know their key children very well and use this knowledge to support individual children to develop their skills and early education by providing a well-balanced programme of activities. Staff regularly evaluate each child's progress and successfully use this information to plan further activities and opportunities which are linked to individual children's particular interests. Key staff are able to identify gaps in individual children's development and use this information to inform further planning. However, systems for planning activities for babies do not always fully utilise the information gained from staff's observations to ensure each child is given every opportunity to move on to the next stage in their development.

Children have many opportunities to explore and investigate, and to extend their imagination and problem solving skills. For example, children of all ages enjoy completing puzzles, constructing with various materials and joining in with sensory play. Young children enjoy using natural materials, such as wooden spoons, household items and various textured materials to explore their senses and experiment. Staff are led by children's instigated play and make good use of these opportunities to help them develop and extend their learning. For example, during the cold weather when children start to pretend they are ice skating as part of their outdoor play experience, staff use the opportunity to discuss how ice is made. This then leads to activities where children experiment with melting ice, discovering what happens when ice melts and how the water is then frozen again. Children of all ages relish joining in with art and craft activities, such as painting and using various materials to create colourful pictures and collages. Their language and literacy skills are developed through fun and relaxed activities, such as joining in with story time and singing familiar nursery rhymes. Innovative strategies are used by staff to help children link their love of story telling with their self-chosen topics. For example, children choose to be painted as tigers during face painting sessions and pretend to be tigers during their role play activities. They also choose to use the home corner area as a 'Café', setting the table for 'diners', taking their order and preparing their food. Staff extend this by creating a 'Café' in the home corner and reading 'The Tiger Who Came To Tea' story during circle time. As a result, children are developing their imagination and communication skills whilst making good links in their learning. Children are confident and are encouraged to join in with discussions throughout the nursery. They eagerly join in with conversations and chat animatedly during their play and everyday routines.

Children's good health and well-being are promoted as all children have

opportunities for physical indoor and outdoor activities. They enjoy using the variety of outdoor equipment to develop their physical skills whilst playing out in the fresh air. For example, they love to play out in the snow, making snow balls and piling up the snow onto the various outdoor apparatus. They enjoy using the indoor soft play area to develop their climbing and jumping skills. The environment is well organised to ensure children have ample space to move around and play under close supervision. For example, the baby room is divided into two different areas for use by mobile and non-mobile children. This enables the more-able babies to develop their physical skills, such as crawling and walking, in a safe environment. Children receive healthy and nutritious meals and snacks which are planned to ensure they are provided with their 'five-a-day' portions of fresh vegetables and fruit. Their independence is developed as they are encouraged to carry out basic tasks for themselves. For example, older children love to serve their own snacks from the 'café-style' snack area and younger children are encouraged to start feeding themselves at an early age. Positive behaviour strategies, such as praise and encouragement, are implemented effectively, creating a calm and productive environment in which all children thrive. Children are made aware of safety through everyday routines, such as how to safely use the outdoor play equipment.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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