

Bright Futures @ the gateway

Inspection report for early years provision

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Inspector

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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 Futures at the gateway was registered in 2009. It operates from a large Victorian building in Bolton. The setting is run by an organisation. The provision provides full day care and an out of school club.

The children attending the nursery have access to five playrooms on the ground and first floor levels, bathroom facilities and an outdoor play area. Access to the property is gained at the front of the premises on the ground floor level. The setting is open Monday to Friday from 7am until 6pm all year round, except for Bank Holidays. The nursery is registered to provide care for a maximum of 68 children at any one time. There are currently 50 children on roll, of these six children receive funding for nursery education.

The before and after school club is open Monday to Friday from 7am until 9am, and 3pm until 6pm during term time. The holiday club is open Monday to Friday from 7am until 6pm during the school holidays. Children attending the out of school provision have access to a large playroom, bathroom facilities and an outdoor play area. The out of school provision is registered to provide care for a maximum of 10 children at any one time. The out of school provision currently has no children on roll

The provision is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The setting currently supports number of children who speak English as an additional language. The provision employs 11 staff, of these nine staff hold an appropriate early years qualification, and two staff are currently working towards qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are kept safe and their welfare is effectively promoted in an enabling and inclusive environment. Staff know the children well and plan activities based on individual children's needs. As a result, the children make good progress in their learning and development. The positive relationships shared between staff and parents ensure the children receive consistent care. Effective procedures are in place in relation to self-evaluation.

What steps need to be taken to improve provision further?

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

- review hygiene practices in relation to attending to children's runny noses in a timely manner
- develop written observations of the children at play to include more information about what the children can actually do.

The effectiveness of leadership and management of the early years provision

The vetting procedure ensures the suitability of adults looking after the children. There is an effective safeguarding procedure in place. Staff have a secure understanding of child protection matters and know how to implement procedures, should they have any concerns. As a result, children's welfare is effectively safeguarded. The induction procedures ensures staff have a good understanding of their roles and responsibilities. Staff enjoy their role and work well together as a team. Staff have regard for children's well-being and their own professional development, as they attend training to further develop their childcare practices. The environment is safe and conducive to children's learning. Equipment and resources are of good quality and provide support to children's learning and development.

The staff team share a common sense of purpose as they work together. The staff team is valued and designated responsibility's are delegated amongst the staff. As a result, staff are motivated and take ownership. In the short period of time since the nursery has been opened, the management team have developed a process of self-evaluation that meaningfully involves staff, children and parents. As all staff members are valued and involved, and the setting drives ambition and secures improvement well. The process of self-evaluation gives an accurate picture of the setting's strengths and areas for development. Staff have consulted with parents on a variety of issues. For example, they have been asked for feedback about the way in which information is shared and they have also contributed their ideas on the publication format of monthly news letters. The setting has taken considerable steps forward since it opened six months ago, and future plans are well targeted to bring about further improvement to the setting and outcomes for children. For example, staff are soon to consult with parents and children to help develop new menus. The staff plan to visit a centre of excellence to look at continuous provision and planning and assessment. Plans are also underway to purchase more information and technology resources to support children in their learning.

The premises are welcoming and accepting of everyone. The setting takes effective steps to remove barriers. A ramp at the entrance and a lift to the first floor ensures ease of access for parents and children who may have a physical disability. Staff share good working relationships with parents, who are greeted warmly on arrival. Parents are provided with a wealth of information about the setting and their children's daily activities and progress. Parents are fully involved in their children's learning. For example, they support staff and children in the celebration of cultural festivals as they provide customary costumes, music and food. Discussion with parent's show they are happy with the service provided, levels of care and activities afforded. They are full of praise and comment they comment that staff are approachable and supportive. The setting is currently forging links with other agencies, ensuring any future involvement will meet children's needs and promote their welfare.

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

The children are cared for in an environment which is supportive to their exploration and learning. Effective procedures are in place regarding planning and assessment. However, written observations of the children at play do not always give a detailed picture of what they can actually do. The effective key person system ensures the children are cared for by consistent and familiar adults. Staff know the children well and they have a good understanding of children's individual needs and backgrounds. Staff share warm relationships with the children, who are happy and secure in their care. The children learn to be strong and independent from the base of these secure relationships. The children have access to a wide range of resources that reflect our diverse society, and they celebrate their own and other festivals helping them to value each others similarities and differences. A male member of staff promotes a positive role model for the children. Staff value children's linguistic diversity and provide opportunities for them to develop and use their home language in their play. Staff also provide meaningful activities in which children have opportunities to develop English.

Babies develop a sense of themselves. They look at their faces in a mirror and point to their reflection in the mirror. The youngest children are able to move around freely and develop their mobility as they learn to crawl and walk. They use their increasing mobility to explore their surroundings. Babies enjoy making sounds with their voices in social interaction, and staff respond in gentle tones to help reinforce early speech patterns. The younger children explore dry sand, and use their fingers and thumbs to feel the texture of the sand. A group of children play with building blocks. Staff help the children to build towers and introduce concepts of colour and number. The children enjoy painting pictures. They make vertical and horizontal marks on the paper and then put some paint onto their fingers and dab the paint onto the paper. The children build up a repertoire of songs and they enjoy joining in singing nursery rhymes and joining in the actions.

Older children recognise their own name as they self register on arrival. They have lots of opportunities to learn that we write for a purpose as they make marks and form recognisable letters as they play in role play situations. The children develop good independence skills as they choose what to play with, put on and take off their coats, use the bathroom and help to tidy up. Staff talk to the children and engage with them as partners in conversation. The children begin to use more complex sentences and understand and can follow simple instructions. The children use language well as a means of sharing their feelings, experiences and thoughts. The children enjoy imaginative play and are able to re-enact their own experiences to help them develop an understanding of the world in which they live. Staff encourage the children and support them in developing their understanding of mathematical concepts. The children play with wooden shapes. Staff talk to the children and introduce circles, squares and triangles. Staff then help the children to identify the shapes of every day objects. The children have lots of opportunities to be creative and to express their own thoughts and ideas.

The children have lots of opportunities to enjoy physical activity in the fresh air.

They are able to explore and play outdoors each day in a range of weather conditions. Staff ensure the children are appropriately dressed and warm before they go to play in the snow. The children ride bicycles and trucks and are able to negotiate appropriate pathways around the play area. They have fun making foot prints in the snow and jumping up and down. Staff and the children make snow balls. They talk about the shape of snow balls and count how many they have made. Staff use positional language to give direction when throwing their snow balls. For example, let's throw a snow ball over the fence.

The premises are appropriately maintained and staff generally exercise good hygiene practices to minimise the risk of cross infection. However, on some occasions, children's runny noses are not always attended to in a timely manner. The children develop an awareness of personal hygiene routines as they wash their hands and brush their teeth at appropriate times of the day. The nursery provides wholesome meals and snacks and this encourages healthy eating and raises children's awareness of foods from other cultures and countries. Staff are safety conscious which means that the children can move freely around the nursery without risk of harm. Staff help to develop children's understanding in keeping themselves safe. For example, staff recently arranged for the police and the fire service to visit the nursery to talk to the children about keeping safe. Children develop an understanding of acceptable behaviour. Staff act as positive role models, they are polite and treat the children with sensitivity. Consequently, the children learn to be kind and helpful.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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