

Bright Beginnings Nursery Limited

Inspection report for early years provision

Unique reference number EY393698
Inspection date 05/02/2010
Inspector Lisa Jane Cupples

Setting address 41 Snowberry Crescent, Denvilles, Havant, Hants, PO9 2FE

Telephone number 02392 482805
Email mandta.wilkinson@ntlworld.com
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 Nursery Limited first registered in 2009. It is a privately owned setting, providing services for the local community and surrounding areas. The nursery operates from a converted church building in Denvilles, a residential area on the outskirts of Havant in Hampshire. The building has wide entrances and doorways and all rooms are on the ground floor making it accessible. There are two main base rooms for different age groups, with sleep and toileting facilities. The nursery is open each weekday from 7.45am to 6.00pm for 50 weeks of the year. All children have access to a fully secure outdoor play area.

The nursery is registered to provide care for a maximum of 42 children at any one time on the Early Years Register and the compulsory part of the Childcare Register. There are currently 39 children in the early years age group on roll and four older children who attend the after school club. Children are able to attend for a variety of sessions.

The owner is a qualified teacher and she employs a full-time experienced and qualified manager to oversee the day to day running of the nursery. There are three additional members of staff employed to work directly with the children. Of these, one holds a relevant qualification and two are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are happy and settled during their time at the nursery and most children's learning and development is supported. However, there are some weaknesses in the systems used to monitor and track the children's progress and the deployment of the staff team. However, the owner and the staff work closely together. In addition, the owner has a clear vision of what she wishes to achieve within the setting, and is already formulating plans to further improve outcomes for children. Safeguarding is a key strength, ensuring all children are protected, safe and secure during their time at the nursery.

What steps need to be taken to improve provision further?

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

- further extend information gathered about children's starting points in relation to their learning and development, to ensure that this is used to offer sufficient challenge and stimulation as soon as they begin to attend the setting
- continue to develop the observation system to clearly identify the children's next learning steps and enable staff to plan purposeful activities and experiences to fully extend the children's learning and development in all

- areas
- further develop systems to incorporate parents' comments into children's individual records to ensure they contribute to, and are fully involved with, their child's learning on a regular basis
- organise the deployment of staff to ensure the individual needs of all children are being met throughout the day, with particular regard to the pre-school room.

The effectiveness of leadership and management of the early years provision

Children are protected during their time at the nursery because staff have a clear understanding of child protection procedures and know how to implement them to safeguard the children in their care. The policies and procedures are shared with parents to ensure they are fully aware of the setting's safeguarding role and responsibilities. Robust recruitment and vetting procedures are implemented effectively to ensure all staff are suitable to work with the children. Detailed written risk assessments and daily checks are completed to ensure the play and learning environment is safe and secure for children at all times. A full and comprehensive induction programme and appraisal system is used to monitor the ongoing suitability of staff and new recruits.

All children have access to a wide range of resources, activities and experiences during their time at the nursery. Equipment and play materials are stored at a low level, ensuring all children can access them independently, increasing their freedom of choice and decision-making skills. The layout of the rooms enables children to self-select and take part in small and large group activities. They are able to move around freely and enjoy a range of table top and floor based activities. Staff are skilled at differentiating the activities to reflect the varying ages and stages of children, ensuring they can participate fully. However, at times, the poor deployment of staff leads to some children in the pre-school room not being fully supported or stimulated. Children have access to some multicultural resources to begin to develop their understanding of diversity.

The owner and staff team work hard to identify areas for development and use ongoing action plans to improve the outcomes for children. For example, the layout of the play rooms have been reviewed and changed to provide a more enabling environment for the children. Day to day evaluation procedures are in the early stages and are still being developed. For example, there are identified weaknesses in the system to track and monitor the children's individual progress, which have not yet been addressed. Staff have attended training courses to increase their knowledge and understanding of the Early Years Foundation Stage (EYFS). They are proactive in seeking advice and support from the local authority as they strive to continually improve the setting for the benefit of the children who attend.

Parents are able to talk to the staff at any time and staff record detailed information about the children's care and welfare requirements. For example, daily sleep routines and dietary requirements are known by all staff, ensuring children's

individual care needs are met in line with the parent's requests. However, no information is currently gathered about the children's starting points with regard to their learning and development to help them make progress and provide them with sufficient challenge and stimulation from when they begin to attend the setting. Parents have access to their children's records on request. However, they are not able to contribute to them to ensure they are fully involved in their children's learning, limiting their opportunities to further develop and extend their children's learning at home. However, systems are being developed to ensure information is shared with other providers of the EYFS. This is to provide consistent care and learning for all children who attend other settings.

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

All staff have a clear understanding of the EYFS and spend time observing and recording what the children can do. However, they do not use this information sufficiently to identify the children's next learning steps. Consequently, planned activities lack purpose and staff are unable to fully extend the children's learning and development in all areas. Children are making progress towards the early learning goals through incidental learning opportunities and the provision of suitable resources. Staff interact well with the children most of the time, however, some learning opportunities are missed because the staff are not aware of what the children are working towards. Children use their imaginations well during role play and cooperate with each other as they talk about their characters and develop their own ideas. For example, they dress up with hard hats and find tools to 'fix up' the nursery. Staff facilitate the play fully, finding additional resources and pointing out things the children can fix with the hammers and spanners. Staff introduce new vocabulary and allow the children time to practise pronouncing the new words, offering praise and encouragement.

Children are beginning to use mathematical language to describe size as they sort the wooden animals into groups and count everyday objects as they play. They have opportunities to express themselves creatively during art and craft activities and practise their emergent writing skills in a variety of ways. For example, children have access to writing materials at all times and make notes or take messages in the home corner. Younger children have the opportunity to explore and investigate their surroundings. For example, babies crawl to reach resources and watch themselves in mirrors. They reach for mobiles and enjoy taking part in activities with the older children. For example, the babies sit in high chairs and use their fingers or paint brushes to mark make, exploring and experimenting with the materials as they begin to learn about the resources they are using. Children show an interest in books and handle them correctly. They enjoy listening to staff read stories using character voices to bring the stories to life. Children have access to computers on a daily basis; however, their learning is not always fully supported in this area due to the deployment of staff. All children have access to a fully secure outdoor play area, which is still being developed to ensure all six areas of learning are covered both inside and outside. Children have opportunities to run and jump and practise their balancing and climbing skills on the large apparatus. They have access to an outdoor sand pit. A shed is used to store outdoor play equipment,

such as, bats and balls; these are used to promote the children's hand to eye coordination.

Children are beginning to learn how to keep themselves safe through discussion and daily routines. For example, children are gently reminded not to throw the toys in case they hit somebody and hurt them. They are beginning to tuck their chairs under the table when they have finished at an activity and learn how to hold the scissors safely. Children know what to do in an emergency because staff and children practise regular fire drills to ensure the building is evacuated with ease. Younger children feel secure in the nursery and hold their arms out for cuddles, laughing and giggling with the staff. Staff are attentive and respond well to their requests, as they point to resources that are out of their reach. They know each child well and organise sleep routines around their individual needs. Children's self-care skills are developing well as they wash their hands independently at appropriate times. Staff implement good hygiene procedures when changing nappies and children have individual, clearly labelled bedding to help prevent the possible spread of infection. Children are beginning to learn about the importance of healthy eating through the provision of nutritious snacks and meals and staff talk to them about the types of food they are good for them.

Children behave well throughout the sessions because the clear rules and boundaries are implemented consistently. As a result, the children know exactly what is expected of them. Staff praise and encourage the children, building sound relationships. They are encouraged to think about one another and they share and take turns well throughout the nursery. Children communicate well with each other and the staff during their time in the setting. They share ideas and explain their thoughts openly during their play. They are able to communicate with the staff expressing their needs clearly. For example, younger children point or take staff to what they want and older children suggest ideas for their activities, such as, 'fixing up' 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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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