



Bright Start Nurseries Ltd.

Inspection report for early years provision

Unique Reference Number	EY279118
Inspection date	23 November 2005
Inspector	Sylvia June Crawford
Setting Address	Hampden Square, Fairford Leys, Aylesbury, Buckinghamshire, HP19 7HT
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Registered person	Bright Start Day Nurseries
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Bright Start Nursery in the Fairford Leys area of Aylesbury has been registered since February 2004 and is part of a small chain of nurseries. The nursery operates from five rooms in a purpose built building. They also provide before and after school care for children attending the local school.

A maximum of 112 children may attend the nursery at any one time. The nursery is

open each weekday from 07.30 to 18.30. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

There are currently 107 children aged from 3 months to under 8 years on roll. Of these 25 children receive funding for nursery education. The nursery serves the local community and the surrounding areas.

Nineteen staff work directly with the children. The manager holds a level 3 early years qualification, other staff have appropriate early years qualifications or are working towards them. There is also a qualified cook and support staff. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to be independent in some self-care skills such as putting on their coats when going outside. Older children are aware of the importance of washing their hands before eating, after playing outside and using the toilet. Staff complete nappy changing sensitively taking into account children's right to privacy.

Children have daily access to outdoor areas. This gives them opportunity to engage in physical activity and get plenty of fresh air, both of which contribute to their good health. Children go on walks and outings when staff ratios permit and use the indoor environment to enjoy music and movement. However, staff do not plan the outside play and this means that some children do not have the opportunity to play purposefully.

Children enjoy a satisfactory range of nutritious meals and snacks throughout the day. Staff ensure they have sufficient information from parents so they can meet the individual dietary needs of each child. Children receive regular fluids during the day to ensure they are not thirsty.

The nursery safeguards and promotes children's welfare through staffs knowledge and experience in first aid, sick child procedures and recording practice. However, when staff administer medicine they do not fully complete records on all occasions.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

The nursery is light, airy and well decorated. Children's artwork is on display in all areas of the nursery contributing to their sense of achievement. The premises are secure and the main door remains locked at all times. Weather permitting, children use the secure outside area each day.

A wide range of good quality resources are available, suitable and sufficient for the age and developmental stage of children in the nursery and most children can

access them easily. Staff check resources regularly to ensure that they remain safe and are stored appropriately.

Children practise fire drills regularly and they are aware of what to do in the event of a fire. There is a safe procedure in place for children's arrival and departure from the nursery. Staff conduct risk assessments to maintain children's safety but these are not comprehensive at all times. Staff ratios are not always met and consequently in some rooms children are not supervised effectively and do not receive enough attention to meet their needs. Some staff are unaware of the procedures to follow if a child is uncollected and the system to ensure staff have appropriate clearances in place is not clear. Consequently, children's safety is compromised.

The manager has a good understanding of the procedures to follow if she has concerns about a child and she has completed training. The majority of staff, however, are not secure in their knowledge and understanding of child protection procedures and recording practice. This means that children's welfare is not safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy within the setting and develop positive relationships with staff and their peers. Staff are skilled at settling children and reassuring parents. Children are beginning to be aware of the nursery routine, for example at tidy up time children willingly help staff to tidy the room. Younger children enjoy choosing activities and materials, for example when making their Christmas stockings. Babies are well cared for in a warm and inviting environment where staff know them well and can meet their individual needs. All children enjoy singing and action songs, this gives them confidence and supports their learning. Children sit quietly when appropriate and listen to stories with enjoyment. However, there are times when toddlers do not receive sufficient adult attention and interaction. Older children have close relationships with others and confidently interact with staff as well as unfamiliar adults.

Nursery Education

The quality of teaching and learning is satisfactory. Children make some progress towards the early learning goals in each of the six areas of learning. Staff are not confident in their knowledge of the foundations stage curriculum. They plan suitable focus activities for the children, which include learning objectives. However, they do not plan other activities within the room to support the focus activities. There is a system in place to record and assess children's achievements but staff do not complete them, resulting in ineffective planning for the next step in children's learning. Consequently, there is not always sufficient differentiation for older and younger children, and there is over direction of children in some activities by staff. Opportunities for children to freely select resources and make their own choices are limited.

Children are developing a sense of time and place as they talk about the seasons

and alter the calendar each day. Children are confident to speak and sing in a large group, they talk about their own lives and experiences and enjoy hearing about others. They also enjoy Spanish lessons from an outside teacher twice a week. Children have access to a good selection of books in the group room that they share with an adult and with each other; they also have use of a small library. Children attempt writing, for example, when labelling their work and children who are more able hear and say initial sounds in words. However, there are limited opportunities for them to use mark making in everyday activities.

Children use size and shape language and they are confident to count up to 10. Children who are more able do not have regular opportunities to develop their mathematical skills and to solve simple problems, for example, calculating how many cups are needed at snack time or counting larger numbers in everyday activities. Children enjoy a range of craft and messy play using different textures and materials. However, the home corner is not used effectively to extend children's imaginations.

Children are learning good co-ordination by using tools, paintbrushes and pencils. Children enjoy music and movement together and singing action songs where they can move and jump. They have regular outside play each day but this is not planned and there are limited resources therefore children are not developing their large motor skills.

Helping children make a positive contribution

The provision is satisfactory.

Children's awareness of diversity and the wider world is promoted through the provision of positive images, a good range of resources and relevant activities, for example, celebrating festivals. They go on outings and walks and this extends their understanding through experience and promotes their interest. The setting has effective arrangements to care for children with special needs, although none currently attends.

Children behave well; they know when they have done well through staff's praise and encouragement. They are learning to consider and value others and staff support children to resolve conflicts. Staff encourage children to be polite and well mannered to each other as well as in group situations such as meal times. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Staff exchange good quality information with parents about the setting's activities. Parents find staff approachable and are happy to discuss their child's progress. They receive information that details their child's development verbally each day and through parent's evenings twice a year. Children are cared for in line with parent's wishes and babies home routines are respected. Children are able to share their achievements with parents inside the nursery, through the attractive displays of their work.

Organisation

The organisation is inadequate.

Children benefit from being cared for by staff who have completed a satisfactory induction procedure. The systems for registering children's attendance are well organised and most documentation is in place and well organised which contributes to children's well being.

However, vetting procedures are not sufficiently rigorous, which compromises children's safety. In some areas of the nursery, there are not sufficient qualified staff working with the children and the adult to child ratios are not met. This means that children do not always receive enough attention or support to meet their needs.

The registered person has identified areas for improvement in the nursery and is committed to changes that will enable the nursery to comply with the conditions of registration.

Leadership and management is satisfactory. The staff are beginning to work well as a team and know the children well. Management are committed to providing further training for staff and support staff in gaining qualifications. They supplement the curriculum offered to children by inviting a teacher in to take twice weekly Spanish sessions. However, the leadership team do not yet have an effective system in place to ensure that staff use their time and resources effectively to deliver the foundation stage curriculum and evaluate the effectiveness of the nursery education. Systems to evaluate and record children's achievements are not monitored; consequently some children do not progress to the fullest extent. The setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

The previous inspection raised recommendations covering child protection procedures being developed and recording existing injuries, increasing staff's knowledge of behaviour management and implement the policy consistently, improving furniture and furnishing and ensuring that children are grouped in appropriate sizes and receive staff support at mealtimes.

The nursery has addressed the recommendation concerning child protection procedures and the child protection statement includes all the required information. Staff record pre-existing injuries. However, not all staff are familiar with the child protection procedures and how to record concerns; this means that children are not fully protected.

The nursery has appropriate furniture and furnishings in all areas of the nursery and children play in a comfortable environment. Staff have a good understanding of the behaviour policy and use appropriate strategies. Children behave well and staff use praise and encouragement to promote good behaviour. They also encourage children to have good manners. Children are grouped into appropriate sized groups in the base rooms for snacks and lunch. However, due to staff taking lunch breaks and staff ratios not being met children still do not receive sufficient support at mealtimes.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1 April 2004.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- develop and implement an action plan that sets out how staff qualification requirements will be met
- ensure that staffing ratios are maintained in all parts of the provision at all times.
- ensure that an uncollected child policy is in place and fully understood by all staff
- increase all staff's knowledge and understanding of child protection procedures.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase staff's awareness of the foundation stage curriculum and stepping stones to enable them to devise and implement an effective system of planning activities to support all children's learning and to evaluate the effectiveness of the nursery education.
- make regular observations of children's achievements and evaluate activities

to clearly identify learning objectives, and record the next step in individuals children's development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk