

# Bright Beginnings Childcare Centre Leeds

Inspection report for early years provision

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<b>Inspection date</b>	11/02/2010
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<b>Type of setting</b>	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 Childcare Centre was registered in 2009. It is situated within the university of Leeds campus and operates from nine play areas in a single-story building, a social space adjacent to the main building and the university union. All children have access to an enclosed outdoor play area. The childcare centre is open each weekday from Monday to Friday from 8.15am until 5.45pm for 51 weeks of the year. The playscheme operates for most school holidays.

The childcare centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 200 children may attend the provision at any one time. There are currently 132 children aged from birth to under five years on roll, some in part-time places. Children attending are predominately the children of staff and students accessing the university.

The children centre employs 27 members of staff, of whom 22, including the manager, hold appropriate early years qualifications. Five members of staff are working towards a qualification. Two members of staff have recently achieved Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The provision effectively supports every child so that no group or individual is disadvantaged. As a result, all children make good progress in their learning and development. Well-organised systems are in place to plan activities that are tailored to the needs of individuals. The provision is highly committed to working in partnership with others and comprehensive systems are in place to work in partnership with parents. Staff fully understand the safeguarding procedures and children's welfare is mostly promoted. The provision's capacity to make continuous improvement and sustain high standards is outstanding.

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

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

- make sure regular evacuation drills are carried out in the new building and details recorded in a fire logbook of any problems encountered and how they were resolved.

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

Good quality policies, strategies and procedures are in place to ensure the safeguarding of the children, and staff have a full understanding of the issues relating to safeguarding children and to whom to report any concerns. Further to

this, effective systems are in place to ensure all staff are suitable to be in contact with the children. Risk assessments are in place and used to ensure that children are safe on the premises. However, the emergency evacuation procedure for the social space has not yet been practised with the babies. Leaders and managers are accomplished in communicating an ambitious vision for the provision and staff are successfully involved in its evaluation. As a result, the 'one page' plan for future vision is effectively in place. Further to this, staff are proactive in preparing children for their move to the new nursery complex.

The provision actively promotes equality and diversity. Staff employed are of differing ethnicities and genders. There is also a strong focus on supporting the language of children who are unable to speak English. Space provided ensures children have enough room to manoeuvre safely, and the staff's commitment to attending appropriate training courses is actively encouraged. As a result, the impact of the staff's professional development positively influences the outcomes for children. Children are well looked after if they have an accident or become ill while on the premises because staff have maintained paediatric first aid certificates.

The provision is highly innovative; therefore, systems are securely in place to work in partnership with other professionals. As a result, they have accomplished effective partnerships with other providers of the Early Years Foundation Stage and organisations to ensure progression and continuity of learning and care. Partnership with parents are strong and, as a result, parents are fully informed about their children's achievements and progress.

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

Children are offered enjoyable and challenging experiences across the areas of learning and their self-esteem is actively promoted. For example, children independently choose the medium and material they want from the open shelves in their art and craft area to create their own artwork. Young children pat and squeeze the play dough as they explore the texture, while older children enjoy the tactile experience of building their own city of sand. Some use their hands to create moulds for the city, while other children use buckets to make sand castles. Young children also have very good opportunities to access natural resources in their heuristic area. As a result, the learning environment is very well organised and successfully reflects the children's backgrounds, as well as the wider community. Children are confident and have built strong attachments to the staff and each other. Some children enjoy snuggling up to their familiar member of staff, as they listen to a story; others relax by watching an age-appropriate programme on the television, after their afternoon snack. All children enjoy playing with the musical instruments provided and some of the older children made various musical instruments during their creative activity. Babies keenly investigate and explore their surroundings; they constantly press, pull and turn the different objects on the mechanisms, such as activity walkers, and begin to learn to operate them. As a result, all children enjoy their learning and achieve well.

All staff support the children well by observing their interests, and the systems in place to plan activities that are tailored to the individual are well implemented. For example, staff observed that babies enjoy trailing their fingers through spilt water from their beaker. As a result, they extended the observation into a large water play activity, which was available for all children in playroom. However, only the babies who were interested in playing in the spilt water showed a keen interest. The others soon became bored. Observations of older children's enjoyment are also successfully extended. For example, children playing dens under the table later enjoyed the tent that was brought in for them. However, observed activities are not consistently linked to the planning.

Children engage in a range of physical activities as they play. Older children learn how to balance while on the scooter and negotiate their space successfully as they ride their tricycles. They have also adopted good personal hygiene routines and understand the importance of healthy eating. Further to this, children have a good understanding of how to recognise if they have drunk enough water during the day. Children under two years develop their large motor movement with the resources provided in their room. Some learn to climb the stairs, while others learn how to crawl or develop their skills walking. As a result, children lead a healthy lifestyle. Older children understand dangers and how to stay safe. They discuss 'stranger danger' and what to do in an emergency. However, babies in the social space building have not experienced the sound of the evacuation alarm nor the feel of being gathered into the evacuation cots.

## 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	1

### 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	1
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	1
The effectiveness of partnerships	1
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	2
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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	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

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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