



# Bright Beginnings Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY290457
<b>Inspection date</b>	04 November 2005
<b>Inspector</b>	Pauline Garfield
<b>Setting Address</b>	Balby Retail Park, Sandford Road, Balby, Doncaster, South Yorkshire, DN4 8PL
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<b>E-mail</b>	
<b>Registered person</b>	Bright Beginnings Day Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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 Beginnings Balby is the second private day care facility belonging to this private owner. It opened in 2004 and operates from a purpose built two storey building. There are 60 childcare places for children aged 2 to 8 years. Separate baby care rooms provides 40 places for children aged under 2 years. The location is within a small retail park in Balby, a suburb of Doncaster. A maximum of 100 children may

attend the nursery at any one time. The nursery is also registered for a maximum of 12 children for overnight care and no more than 10 children on the onsite play bus. The nursery is open each weekday from 07.00 to 19.00 for 39 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 84 children aged from 6 weeks to 8 years on roll. Of these 14 receive funding for nursery education. Children attend from the local and wider communities. The nursery supports children with special needs, and those who speak English as an additional language.

The nursery employs 15 care staff and 3 ancillary staff. Eleven of the staff, including the manager hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is inadequate.

Children wash their hands after visiting the toilet, before eating, and before making chocolate apples at activity time and have some understanding of why they should wash their hands. There are hygienic procedures in place such as sterilizing baby bottles, however, children are at risk of infection and cross contamination due to poor hygienic practices, such as storing baby food alongside powder paint in unlabelled empty milk tins, and children's plates and cutlery being left unwashed in sinks for most of the day. Children's comforters are not hygienically stored and are placed in children's bags. There is a system in place to check babies' nappies at certain times of the day and record this on nappy changing sheets. However, responsibility is not designated to a member of staff and the person who checks and changes the nappies does not record their name. This means that hygienic practices are not effective and do not meet required standards.

Children benefit from a healthy diet. Menus are planned in advance and take into account children's preferences. For example, a vegetarian option is available and individual likes and dislikes are catered for.

Children enjoy a range of physical play experience. They are able to explore large physical equipment outdoors and benefit from regular opportunities to build with large shapes and develop their large gross motor skills in the sensory play bus.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

Children's safety is compromised because staff have an insecure knowledge of the systems for the emergency evacuation of the building and any special measures that are taken where children are located above ground. The effectiveness of a fire drill and identifying any improvements to practice for the next fire drill is not recorded. Risk assessments are in place and regularly reviewed. However, they do not identify

that there are two gates in the outdoor play area which are not secured and parents access the nursery this way. The large main gate in the grounds is not always closed and only one member of staff supervises children on the play bus. There are no systems in place for contacting another member of staff in the event of an emergency when children are accessing the play bus. This does not protect the vulnerability of staff and children when left alone in the play bus.

Children are cared for in a mainly warm and welcoming environment. However, the environment in the upstairs sleep room is cold, dark and poorly lit. It has cots but no mobiles, posters, toys or stimulating displays. The room with the children aged two to three is also used as a sleep room on an afternoon, which limits children's accessibility to toys and resources.

Children use a range of safe, good quality, developmentally appropriate resources outside. However, the equipment indoors is not readily accessible in some areas, for example, the room used for three to four year olds. Storage is limited in the baby room restricting children's choice.

Some staff have attended child protection training and have knowledge and understanding of child protection procedures to follow if they have any concerns regarding children's welfare and safety.

### **Helping children achieve well and enjoy what they do**

The provision is inadequate.

There are major differences between the quality of experiences offered to children under three and those provided for other children. Babies' and young children's independence is limited due to rigid routines in which children sleep for extended periods of time. A significant number of children remain unsettled during this time and activities are not available at the start of the session. This means the outcomes for children in line with the Birth to three matters framework approach are not being met and young children make few choices and decisions which are appropriate for their age and stage of development. This limits their potential to develop, enjoy and achieve. Babies and young children rarely play effectively, independently or with others. Older children enjoy some activities in an overly adult-directed environment.

#### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the stepping stones and the Foundation Stage. Planning and assessment identifies the stepping stones to the early learning goals. However, children are not sufficiently challenged in some areas of learning particularly in personal, social and emotional development, where access to resources does not enable children to become independent learners.

Children are developing independence as they find their name card and put on their own shoes in the sensory play bus. However, they have limited access to the painting easel, computer, writing station and imaginative play. They do not have personal independence at a creative workshop or at snack time.

Children listen attentively to stories on a one to one basis and in groups. They enjoy songs and rhymes and singing to Letter Land songs. Children hear and say the initial sound in words and know which letter represents some of the sounds. They do not have regular opportunities to ascribe meanings to marks and recognise their own names. Children show an interest in numbers and count up to 10, for example, they compare the numbers of spots on the dice with the number of spots on the ladybird. They do not solve everyday simple number problems to develop an understanding of addition and subtraction through practical activities.

Children have access to a computer and show a sense of time and routine as they know when to return to the nursery from the sensory bus. They do not show an interest in why things happen and how they work or observe and manipulate objects. Children do not join construction materials together and begin to realise tools can be used for a purpose.

Children negotiate an appropriate pathway in the outside play area and show an awareness of other people and objects. They mount climbing equipment using alternative feet. Children use a large range of physical equipment and enjoy balancing on the stepping stones and the stompers.

Children use their imagination and pretend to be in a boat on the play bus whilst using large foam shapes. They enjoy good role play experiences such as the home corner but do not have access to musical instruments or explore colour on a regular basis. Children show pleasure and curiosity and respond to what they see, hear, touch and feel as they watch the fibre optic lights changing and further explore them using a range of senses.

### **Helping children make a positive contribution**

The provision is inadequate.

Children do not benefit from effective information sharing with parents and carers of the child's changing developmental needs, care and routines. Care plans are discussed with parents which include sleep patterns and dietary needs. However, these are not regularly updated to meet the changing developmental needs and sleeping patterns of children. This means they do not work sufficiently well together to meet each child's needs.

The partnership with parents of children who receive the nursery education is satisfactory. Children benefit from a two way sharing of some information between parents and practitioners to enhance their learning. Practitioners ensure that resources positively represent the children who attend as well as individuals from the wider community. This helps children develop a positive attitude to others.

Staff praise and encourage children's achievements to develop self-esteem. Children enjoy mutually respectful relationships with staff and each other. Children are generally well behaved and polite in the response to the expectations of practitioners. They take turns and show equal concern for others. This positive approach fosters children's spiritual, moral, social and cultural development.

## **Organisation**

The organisation is inadequate.

The leadership and management of the nursery education is satisfactory. Staff have attended some training for the stepping stones towards the early learning goals and are involved in some planning for the curriculum. Children are achieving along the stepping stones towards the early learning goals but there are some gaps in the quality of teaching with regard to children's opportunities to have freedom of choice and independence.

The registered person uses effective procedures to ensure staff are appropriately vetted and qualified. Documentation is appropriately organised and policies and procedures are regularly reviewed. Staff ratios are maintained and comprehensive policies and procedures are in place but not always organised effectively to meet the needs of both staff and children. Practitioners have not developed a coherent and well understood policy for children's play and learning or partnership with parents. As a result the progress of children in different age groups is inconsistent. Methods of communication between the main building and the play bus are not in place leaving staff and children vulnerable in the event of an accident. This means that, overall, the needs of all children who attend are not met.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There are no complaints to report.

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 others than those made to Ofsted.

## **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 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:

- ensure there are clearly defined procedures for the emergency evacuation of the building, and any special measures are taken where children are located above the ground, and these are known to all staff. Keep a record of emergency evacuation
- ensure routines are adapted in partnership with parents to meet the children's changing developmental needs, care and routines
- improve hygiene routines and procedures and ensure all staff are clear about their roles and responsibilities within these
- ensure the premises and the outside area is secure
- ensure a range of stimulating activities are available at the start of the session, which are appropriate for children's stage of development, and based on their individual needs in line with Birth to three matters framework
- ensure effective communication systems are in place to protect the vulnerability of staff and children when left alone in the play bus.

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):

- review the teaching methods to increase opportunities for children to make choices and become independent learners. Further develop children's independence skills at the painting easel, snack time, computer, writing station and in imaginative play
- provide further resources and activities for children to ascribe meanings to marks, understand the concept of writing for a purpose and recognise their own name
- provide regular everyday opportunities to develop children's individual understanding of addition and subtraction through practical activities
- further develop opportunities for children to observe and manipulate objects, join construction pieces and materials together and realise tools can be used for a purpose
- further develop opportunities for children to explore a range of natural materials, explore colour and use musical instruments.

<p>Any complaints about the inspection or the report should be made following the procedures set out in the leaflet <i>Building better childcare: Compliments and concerns about inspectors' judgements</i> which is available from Ofsted's website:</p>
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