

Bright Start Nurseries Ltd.

Inspection report for early years provision

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EY279118

Inspection date

21/07/2010

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 Start Nursery was registered in 2004 and is privately owned. It operates from a purpose-built building in the Fairford Leys area of Aylesbury, Buckinghamshire. Some facilities are located on the first floor and there is a lift should this be needed. Children have access to the fully enclosed outdoor play area.

The setting receives funding for early education. It is open all year and sessions are from 8.00am to 6.00pm, with the option of extended hours on request. They also provide before and after school care for children attending the local school and these sessions are from 8.00am to 9.00am and 3.15pm to 6.00pm. The setting is registered on the Early Years Register to provide 112 places and there are currently 85 children attending who are within this age group. The setting serves a wide catchment area. A small number of children attend other settings, such as childminders and local pre-schools. The setting currently supports a number of children with special educational needs and/or disabilities.

The setting is also registered to offer care to children aged over five years. This provision is registered by Ofsted on both the voluntary and compulsory parts of the Childcare Register. Children occupying these places have a dedicated play room. There are currently 16 children on roll in this age range.

There are 24 staff members. Of these, 15 hold relevant childcare qualifications and the remainder are currently working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children are met and they are offered appropriate support because there are good procedures for working with parents, supporting staff in gaining a clear understanding of children's needs and interests. This information is used to inform planning and ensure that children are offered activities that promote their learning and development. Staff interact well with the children and this is a key strength of the setting, enabling children to feel secure and welcome. All staff are committed to continuously improving the setting, implementing appropriate procedures that support self-evaluation and inform the prioritisation of improvements. All required policies are in place and the majority of procedures support the promotion of children's welfare and development.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to express themselves in their play and creative activities

- review the daily procedures, particularly those at mealtimes, so that these support the development of children's independence skills and their progression towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Thorough safeguarding procedures ensure that children are protected and their welfare is promoted. For example, staff have attended additional training in this area and there are robust procedures to ensure that staff are suitable to work with children. Thorough risk assessments and daily checks mean that hazards are minimised and children's safety is promoted. Children develop a good understanding of safety issues because staff offer clear guidance and children participate in related activities. For example, they participate in role play to reinforce their understanding of road safety. Children's behaviours demonstrate that they feel safe, as they confidently move around the play areas, independently selecting resources and approaching staff to include them in play and discussions.

Managers demonstrate a genuine enthusiasm for their work and are committed to reviewing and improving the setting's practice and, therefore, improving the outcomes for children. Thorough and honest self-evaluation procedures support them in identifying weaknesses and implementing action plans to address these. Recent improvements include the re-organisation of the pre-school room in order to offer children further activities and play opportunities. Staff demonstrate a good understanding of anti-discriminatory practice. They have attended additional training and have reviewed their policies and procedures to ensure that the setting is providing a service which is inclusive for all children. There are clear procedures in place to gather information about children's background and needs, and this information is used when planning activities. Staff show a real enjoyment of their work and are supported in attending further training. This creates a positive environment, where children are happy and enjoy positive daily experiences. Resources are generally used well to support children's learning and development. For example, toys and resources are accessible, promoting children's choice and their independence. However, this is not fully promoted as some daily procedures, particularly those at meal times, do not make full use of opportunities to encourage and develop children's independence skills.

The setting maintains good partnerships with parents and carers, ensuring that children's care is consistent and they are offered appropriate support. Regular newsletters, daily diaries and consultation events mean that parents are well informed of their children's activities and progress. Daily discussions and the use of update forms mean that parents can share information about their children, which staff then use to inform the assessment and planning for each child. The setting also has good procedures for liaising with other people caring for the children. For example, they have forged links with the local pre-school and childminders.

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

Children make good progress and are well supported because staff have a secure understanding of the Early Years Foundation Stage. They implement thorough procedures for assessing children, using information gained from assessments to inform activity planning and thereby promote children's individual development. Children are confident, independently selecting resources and organising their play. They are therefore actively involved in their learning and are developing positive attitudes to this.

Thoughtful procedures help children to settle and feel welcome. For example, children have 'home books' which contain photographs of their family members; children thoroughly enjoy looking through these books and sharing them with staff and their peers. The good staff interaction promotes children's development. For example, a small group of children explore the musical instruments before a staff member joins them and they decide what to play, singing their favourite songs and playing the instruments in time. The thoughtful staff interaction also means that children are well supported and are included at an appropriate level. For example, when a staff member notices a small group of children who are not engaged in play she suggests that they sit together and sing a favourite song; the children settle in the cosy corner and enjoy adapting the song to a 'rap beat', giggling as they attempt to speed up the beat.

The consistent approach to behaviour management enables children to feel secure and develop a good understanding of appropriate behaviour. Staff offer children ongoing explanations and encourage them to share and work together. Good daily procedures, such as encouraging children to help with tidying up, mean that children's sense of responsibility is developed and they learn skills for the future. Their understanding of diversity is developed as they participate in daily discussions and activities. For example, whilst engaged in role play relating to travel agents, children learn about other countries, discussing different climates, ways of life and traditions. Children are gaining a clear understanding of the relevance of good health practices. They help make displays depicting healthy food options and discuss issues, such as the importance of hand washing before eating.

The setting's good procedures for working with parents and others mean that they are able to adapt activities and offer appropriate support to children who have special educational needs and/or disabilities and those who speak English as an additional language. The adaptation of activities means that these offer appropriate challenge and all children are included. For example, a staff member captures the interest of a group of boys by suggesting that they make their own map; they become engrossed as they illustrate their map with a train station, woods and a farm, adding toy animals and vehicles as further props. Activities such as these encourage children to work together and also broaden their skills and knowledge in counting, problem-solving and communication.

The thoughtful provision of resources means that children of all ages have opportunities to develop their imagination. For example, older children choose

from a variety of well-labelled props, enabling them to turn the role play areas into travel agents, a veterinary surgery or a supermarket. However, the use of pre-cut and pre-prepared craft materials means that children are not always able to express themselves and their creativity is not fully promoted. Staff make good use of children's interests in order to promote their learning and encourage them to explore further. For example, when staff noted that children were discussing holidays, they arranged a visit from an airline pilot and cabin crew. This inspired children to set up their own airport and to make paper airplanes, experimenting to find the best construction method. They then went on to talk about air, blowing up balloons and putting empty bottles in water to watch the air bubbles come out.

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	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