



## Bright Eyes Day Nursery - Cheltenham

Inspection report for early years provision

**Unique Reference Number** 101879  
**Inspection date** 04 May 2006  
**Inspector** Jennifer Read

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**Type of inspection** Integrated  
**Type of care** 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*

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## 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Bright Eyes Day Nursery is a privately run nursery situated on the outskirts of Cheltenham town centre. It operates from four base rooms, one sleep room, a basement gym, three changing rooms and art and craft/dining room. All children share access to an enclosed outdoor play area with grass and decking surfaces. Children come from a wide catchment area, as most of their parents travel to work, in

or around the town centre.

A maximum of 48 children may attend the nursery at any one time. There are currently 65 children from birth to five years on roll. Of these, 25 children receive funding for nursery education. The nursery is open each week day from 08.00 to 18.00 for 50 weeks of the year. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 12 staff. Seven of the staff, including the owner/manager and deputy hold appropriate early years qualifications. Three members of staff are currently working towards a qualification to level 2. The nursery receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children play in a sufficiently clean setting where staff encourage children to develop independence in their personal care. Children are developing an understanding of healthy living and how to look after their bodies. They know why they need to put on their sun hats and are learning why they use sun cream in warm weather. Children in the pre-school experience well planned activities, which enable them to discuss healthy options with staff to promote their healthy living. Topics and displays of nutritious foods and good personal care habits, such as brushing teeth and combing hair, help children adopt healthy lifestyles. Staff implement clear guidance successfully when children are unwell, have an accident or when administering medication. A first aid box is present in each group room to ensure children receive appropriate treatment for minor injuries quickly. However, not all written parental permissions are in place to promote children's health in an emergency.

Children are developing a good understanding of personal hygiene and knowingly wash their hands after using the toilet and with regular reminders before eating. Children eagerly wash their hands and face with their flannel after their dinner but an explanation about the importance of hand washing is not consistently given throughout the nursery. As a result, not all children learn about germs and the impact they have on their health. Children benefit from efficient nappy changing routines. For example, use of aprons, wearing of gloves and instinctive cleaning of the changing mat after each child helps prevent the spread of infection. However, children's health is put at risk of swallowing dangerous substances because the anti-bacterial spray is not removed in the Sunshine and pre-school bathroom after use.

Children benefit from a suitable home-cooked diet. They enjoy varied snacks in good quantities and an adequate range of meals. Children are developing knowledge of healthy eating habits through drinking water regularly and good, clear explanations, such as 'you need to eat all your dinner so you've got lots of energy', 'you need to eat for your brain power'. Mealtimes are not inclusive of staff, children do not help to lay the table or consistently pour their own drinks. This limits the learning children gain

during mealtimes and does not promote effectively their independence to enhance their enjoyment of food.

Children enjoy a variety of indoor and outdoor activities including: pedalling wheeled toys; sliding and climbing on the apparatus outdoors and in the gym; occasional outdoor water play; using trowels and spades to dig in the earth and bark; and joining in regular music and dance. Young babies are also given the opportunity to have fresh air as the staff occasionally take the children for a walk in the pushchair or carry them around the garden if staffing levels permit. The babies learn to crawl as they are provided with plenty of space and they practise supporting their weight on their legs as the staff hold them as they bounce up and down.

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

The provision is satisfactory.

Children's safety and security is given acceptable priority through successful monitoring of the entrance, internal intercoms between rooms to promote communication for staff in the baby room and viewing windows in all doors to prevent children from being knocked over on entry to the room. Detailed risk assessments clearly ascertain known hazards to children. However, these are not systematically and regularly reviewed to ensure new hazards are identified and quickly addressed to promote children's on-going safety. Staff supervise children adequately both indoors and out, although deployment of staff during occasional outside play and when staff in the Sunshine room leave to answer the door and greet parents means adult to child ratios are not always sufficiently maintained.

Children display a good understanding of how to keep themselves safe when using the stairs. They respond with clarity how they must walk carefully and hold onto the banister because it is dangerous and they might fall. The children develop their understanding of road safety extremely well through regular walks to the park, shops and local community. Pre-school children know to stop at the kerb, look and listen before crossing roads because purposeful questioning, such as 'are there any cars?', 'is it safe to cross?', helps children develop their understanding of road safety. Children sensibly follow adult instruction and boundaries as they are beginning to understand the potential consequences of not doing so. Children are generally well protected from abuse and neglect because most staff have acceptable awareness of the signs and indicators of abuse and the line management process to follow with a concern. However, the child protection policy is not complete and the induction programme for new staff is not systematic to ensure staff have a secure understanding of health and safety and child protection procedures.

Children have more than adequate space to move around in their group rooms and sufficient emphasis is given to making sure the environment is welcoming for children to aid their development. Nonetheless, a number of displays in all rooms except for the baby room depict many adult-drawn and cut-out pictures. The pre-school room is compact with defined spaces, such as reading area, role-play area and computer area. The children move from one area to another, accessing the adult chosen equipment and activities independently. Nonetheless, there are insufficient chairs in

the pre-school room and resources and play items throughout the nursery are poorly maintained. Many toys are broken, have pieces missing or remain un-repaired. These have not been replaced or sufficiently addressed to ensure there are adequate, safe toys and equipment. This hinders children from being able to continue with tasks to completion and restricts their development. The baby room is bright and cheerful with murals decorating the walls and mirrors displayed at floor height to enable the babies to crawl, explore and investigate toys on the mats safely. The children can easily access necessary items like their coats, which are on child-height coat pegs to encourage their independence.

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

The provision is satisfactory.

Children take part in an adequate range of suitable experiences to encourage their interests. They are broadly content and settled, however, there are inconsistencies in the experiences and quality of activities offered to all the children. Children enjoy long periods of free play and explore various forms of painting, imaginative play, play dough and outside play. Knowledge and implementation of the Birth to three matters framework to ensure all children participate in a wealth of experiences to enhance their development and achievements are in their infancy. Consequently, understanding of how the planning is implemented to help improve children's experiences and ensure they get the most out of their play is requiring improvement. The babies and younger children have inconsistent opportunities to explore a wider range of malleable media or access natural materials to enable them to explore their senses and investigate objects that feel, smell and sound different. Sand, water, malleable and creative activities are only available for short, programmed periods for all groups because the Sunshine and pre-school groups share the creative room and the stars arts and craft room is only available to children during the one daily adult-led activity. This restricts children from being able to make independent choices and to express their creativity, feelings and ideas freely.

Babies and younger children benefit from a good relationship with their key worker, which increases their wellbeing but regular changes of staff at key times throughout the day means a couple of children become upset because their special person is no longer present. Overall the younger children are content and settled because staff are welcoming and give them cuddles and relevant attention during play. They play happily alongside each other and are beginning to take turns, share and talk to others. The children are confident communicators as they share ideas in their play, respond to staff's interest in what they do and say and make connections to their home. For instance, 'happy birthday, happy birthday', the children sing as they imaginatively pull, push, flatten the play dough and use the various tools with growing dexterity to make cakes and sausages together. Children laugh, squeal and excitedly dance around the room to music and improve early communication through daily singing of familiar songs and positive staff interaction. The youngest children develop language appropriately because staff are adept at modelling language and a couple of staff use practical and effective questioning during circle time to repeat colour and shape matching activities to help encourage children's interests, enjoyment and learning. For example, 'what shape is this one?', 'how many corners does a square

have?'

## Nursery Education

The quality of teaching and children's learning is inadequate. The older children work well within their limits and the younger funded children miss many learning experiences because they are grouped with the two-year-olds where access to the full range of activities is not available. Consequently, children are not making acceptable progress from their starting points. The pre-school staff have not attended Foundation Stage training therefore demonstrate a basic knowledge of the Foundation Stage and how to apply it in practise to support children's learning. The previous planning records showed the Foundation Stage was covered adequately with clear links to the stepping stones and six areas of learning, although, a connection to children's individual interests and next steps was not incorporated. However, observations, assessments and planning ceased in 2005. As a result, systems to monitor the curriculum and evaluate the activities to ensure these reflect children's interests and meet their individual learning needs are not in place. Staff are not able to identify and address aspects of the nursery education that require improvement, they have little awareness about the learning objectives, the purpose of the activities and how well children are progressing in relation to the stepping stones. Consequently, challenge for children is insufficient and there are significant gaps in the curriculum. For example, there is no information and communication technology and minimal shape, measure, calculating, comparing, sequencing, writing for a purpose and use of tools.

Some structured activities and teaching methods are good. For instance, children excitedly listen to the 'Going on a Bear Hunt' story in the play park. They enthusiastically recall the events as they act out the story. Children imaginatively wade through the grass, squelch through the mud and tiptoe through the forest. However, a larger number of activities and teaching methods are too formal and not appropriate for all children to support their learning. For example, staff facilitate writing through many worksheets but do not encourage children to write for a purpose in role play situations or make marks to represent their names on their pictures. Staff do not presently have the skills to recognise when an activity is not appropriate and fail to respond effectively to potential learning situations. Times when the whole group sit together are rather long and lack planning. For example, more able children listen well and recognise and name many Letterland letters daily on their cards, however, many children begin to fidget, lose concentration quickly and show little awareness and interest in the letters and sounds. This distracts the others and limits the learning for all.

Children's speaking and listening skills are developing well. They confidently contribute to group discussions and recall activities and events in their lives. Staff ask questions which encourage the children to think and introduce them to rhyming words such as 'fox and socks'. A small number of children that are more able count confidently to 15, as they count the number of children present at group time with support. Many children have no concept of number and sequencing, as few opportunities are available. Some children use basic mathematical language as they talk about the size of their cups at snack time. Children learn how to care for living things as they watch the cleaning of the rabbits and learn what and how much food

the fish and African snails require. Use of time and resources is not consistent to support children's learning. Organisation of space, play materials and some activities do not allow children to make independent choices to develop and extend their play ideas. For example, all the play space is not available all the time and use of space within the room is not inventive or successful. As a result, children are not able to independently access the full range of activities including sand, water, various forms of painting, natural media, programmable toys and arts and craft activities.

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

The provision is satisfactory.

Children are valued as individuals and those from different backgrounds and those with special educational needs are warmly welcomed, although none currently attend. Identifying and monitoring children with particular needs is successful. Staff work alongside parents and other agencies to collate information and devise individual education programmes to ensure those children receive appropriate support. Children gain a generally good understanding of the wider world and local community through a suitable range of activities and experiences. Children work harmoniously together during play and develop positive attitudes to others. They begin to appreciate the customs and cultures of others through celebrating Diwali the festival of light, designing fireworks with recyclable materials and making a Chinese Dragon during Chinese New Year. This helps make experiences real and meaningful for children. Visits to the local German market and shops means children gain a generally good awareness of their local community. The setting fosters children's spiritual, moral, social and cultural development.

Children receive frequent, enthusiastic praise and encouragement to promote their self-esteem. As a result, they behave well, take turns and share resources with their friends. The children appreciate and show pride in their achievements and those of others as they eagerly clap and praise each other during group time. Sensitive negotiation in the pre-school and sunshine rooms means children demonstrate growing awareness of what is right and wrong. However, a clear, consistent explanation to help children throughout the nursery learn the consequences of their actions is not always given. This restricts all children from learning to take responsibility for managing their own behaviour.

Children benefit from a friendly, close relationship and informal contact between their parents and staff. All parents know their child's key workers and share information with them daily about their child's care needs. However, a common way for recording this information and details collected on entry to the setting is not formalised and used effectively. Parents receive a basic range of information about the day-to-day organisation of the nursery and appreciate their children's pictures to aid discussion with their child at home. A complaints log is available but the parent notice boards are not well used. They lack innovation and do not share valuable information about the nursery, the setting's policies and procedures and their children's activities. This restricts parents from being able to fully contribute to the nursery. Parents of the babies receive a daily written sheet containing information about their children's day. The nursery organise a parents' evening each year. This has been generally well

received by the parents as they value the opportunity to look around their children's group room and discuss their child's care with staff. However, not all parents were invited to attend, which hinders all parents from being able to share information with key staff and take an active part in their child's learning.

The partnership with parents who receive nursery education funding is inadequate. Parents receive no information about the Foundation Stage, stepping stones and how these are implemented to enable them to see what their child is learning each week. Parents are given no information about children's activities and their child's on-going progress against the stepping stones to keep them well informed. This restricts parents from being able to take an active part in their child's learning both at the nursery and at home.

## **Organisation**

The organisation is satisfactory.

The quality of leadership and management of the nursery education is inadequate. Staff are friendly, positive and work well as a team. They are committed and keen to improve children's care and education, however, management systems to support staff, and monitor and evaluate the nursery's strengths and areas for improvement are currently lacking. Consequently, significant areas for development, mainly relating to the standard of nursery education, have arisen and not been addressed. As a result, the integration of care and nursery education is not acceptable, the range and quality of activities and experiences for children are insufficient and many gaps in children's learning remain unnoticed. Recording systems are not in place to enable staff to have up-to-date information about children's progress and learning. As a result, children miss many learning opportunities that contribute to their progress towards the early learning goals.

The operational plan is mostly complete and implemented appropriately. However, this is not well organised or readily accessible, which makes it difficult to use. Rigorous processes for recruitment, vetting and induction of new staff are not in place to ensure staff have appropriate knowledge, experience and skills to care for children. Systems to assess staff's continuing suitability and deployment are in their infancy to help promote the professional development of all and improve children's personal development and achievements. However, training for all staff is an issue due to staff shortages and long working hours. As a result, not all training has been up-dated as necessary. All completed records are shared and signed by parents and practical methods are in place to monitor this to promote children's wellbeing. For example, each group room retains an accident and medication book for their children.

Organisation of rooms and shared access to multi-purpose areas provide children with different learning environments but means they are not able to use the areas independently when they wish or continue with tasks to completion. The organisation and grouping of the pre-school children is not acceptable to ensure all children have the same experiences to promote their interests and learning needs. Circle times, story times and during some activities, the grouping of children are not always successful to meet their specific needs effectively. Consequently, a number of



children become restless, lose interest and miss valuable learning opportunities. The implementation of the Birth to three matters framework requires development to ensure the key person approach is effective to enable the younger children to be special to someone. Use of time during daily routines is functional but means at lunchtime children are not able to eat with their peers because space is very limited resulting in lunch having to be served in two sittings. At present staff are unclear of how well they promote positive outcomes for children. The setting does not meet the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

The last inspection recommended the provider: conducted a risk assessment on the premises; kept a record of visitors; improved availability and access to a wide range of resources with particular regard to children in the Sunshine room; reviewed organisation of lunch time; improved hygiene routines and practices; and made available to parents and staff all policies and procedures.

The provider has made steady progress in most areas. Risk assessments of all areas are detailed but not systematic. A record of visitors is in place and staff remind visitors on entry to sign in to monitor who is on the premises at any one time to protect children's wellbeing. Suitable hygiene routines and practices are in place to promote children's health. Children eat lunch at different times depending on whether they sleep or if they go home due to space restrictions in the multi-purpose dining area. Further improvements are required to improve the range and condition of toys and equipment and availability to parents and staff of the setting's policies and procedures to promote children's enjoyment, achievements and welfare.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since 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**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

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

- increase opportunities for staff training and development and implement rigorous systems for recruitment and induction to ensure new staff have key skills to do their job, have sound knowledge of the setting's policies and procedures and have clear understanding of how children learn.
- improve systems to ensure toys and equipment are well maintained and there are sufficient chairs for children to sit on. Increase resources, play materials and equipment to ensure there is a wide range to stimulate and encourage children's creativity, senses, imagination and natural curiosity as learners.
- request written permission from parents to seek emergency medical advice or treatment to protect children's health care needs.

### The quality and standards of the nursery education

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

- develop and implement observation and assessment systems that are linked to the stepping stones. Put into practice effective planning, which links to children's next steps and covers all areas of learning to maximise children's individual learning.
- improve grouping of children and ensure time within the day is managed effectively to allow them maximum play and learning opportunities, effective in ensuring all children are sufficiently challenged to build on prior knowledge.
- increase information to parents about the Foundation Stage, stepping stones and their children's on-going progress so that they may support their children's learning at home to fully contribute to the setting and their children's progress.
- improve systems to monitor and evaluate the provision for nursery education to help all children make progress and develop methods to effectively identify and address key strengths and areas for improvement to support staff in their key roles.

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

The Department for Education and Skills and the local authority have been informed.

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](http://www.ofsted.gov.uk)