



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY222046

DfES Number: 533648

### INSPECTION DETAILS

Inspection Date 07/06/2004  
Inspector Name Lynn Morris

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Bright Eyes  
Setting Address 51 The Barley Lea  
Stoke Aldermoor  
Coventry  
West Midlands  
CV3 1DX

### REGISTERED PROVIDER DETAILS

Name Bright Eyes - Sure Start (South East Coventry)

### ORGANISATION DETAILS

Name Bright Eyes - Sure Start (South East Coventry)  
Address Bright Eyes - Sure Start  
51 The Barley Lea  
Coventry  
West Midlands  
CV3 1DX

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Bright Eyes Day Nursery opened in 2002. It operates on the ground floor of a converted house in the Stoke Aldermoor district of Coventry and is part of the Sure Start programme. The nursery serves a fixed catchment area covered by the Sure Start programme.

There are currently fifty children from birth to five years on roll. This includes fifteen funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08:00 to 18:00.

There are nine full time and part time staff who work with the children. All staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Bright Eyes Day Nursery provides good quality day care for children. They are cared for in a clean, safe environment with stimulating visual impact at the child's eye level. Children of all ages engage in a very good range of activities and play daily, indoors and outside, which meets individual developmental needs. They choose from an excellent range of resources and follow a broad and balanced curriculum. Space is effectively used to enable all children to experience the wide variety of play offered.

Health and safety of the children takes priority and there are effective security systems in place. Safety issues are addressed well and children are encouraged to have good hygiene routines. Children make good relationships with their peers and adult carers. They respond well to behaviour management strategies which encourage good behaviour. Children with special needs and their families receive good support at the setting. Staff work closely with parents and other agencies to ensure that all children's needs are met.

Communication with parents is good. They receive regular information from the setting and have good relationships with their key worker. There are frequent opportunities to receive written and verbal feedback about their child's progress. Most documentation and records for the children are kept to a high standard. However, registration systems for staff and children are not currently fully completed and procedures to give medication are not met. Some policy information for parents is also incomplete.

#### **What has improved since the last inspection?**

Not applicable, as this is the first inspection since registration.

#### **What is being done well?**

- Children access a very good range of play materials and activities both indoors and outside. Good use is made of the indoor / outdoor classroom. Activities are linked well to themes and meet the individual stages of development for both older and younger children attending the setting.
- Children make good relationships with each other and staff members. Staff have effective strategies for handling challenging behaviour and as a result children learn to take responsibility for their own actions. They receive copious amounts of praise and encouragement.
- Children are cared for in a safe and secure environment. Effective security systems ensure that children are safe and well protected. Safety issues at the setting are given high priority.
- Children with special needs and their families are supported well and they are fully integrated into nursery life. Parents are consulted and there are good systems to liaise with other professionals and to give feedback on progress to parents.
- Parents receive regular information about their child through the key worker system in operation. They are welcomed into the setting, are able to see daily activities taking place and have opportunities every three months to discuss their child on a one to one basis.

#### **What needs to be improved?**

- the procedures for registration to include times of arrival and departure of staff and children
- the procedure to obtain written consent from parents before administering medication to children
- the details of the complaints procedure to ensure that parents know how to contact the regulator.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Review registration procedures to include times of arrival and departure of staff and children.
7	Obtain written permission from parents before administering medication to children.
14	Ensure that the complaints procedure for parents contains details of how to contact the regulator.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Bright Eyes Nursery provides an environment where children are making generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development and creative development.

Teaching is generally good. All key staff have attended Foundation Stage and Curriculum Planning training. They use their knowledge to plan a curriculum, which helps children progress along the stepping-stones in most but not all areas of learning. However, resources available do not fully support children with English as an additional language. The daily routine is well balanced; themes are linked to daily activities and include good use of the local area and community. Good systems for observation and assessment are used but they do not yet fully inform planning of individual children's next step of learning. Staff have very good strategies to help children take responsibility for their behaviour and as a result children are well behaved. Relationships are fostered very well and the use of praise and encouragement is given high priority.

Leadership and management of the nursery are very good. Staff work as an effective team and they are supported well by the manager. There are systems in place, which identify strengths and weaknesses. Staff are encouraged to attend a wealth of training and information gained is used to make changes and improve care and education.

Partnership with parents is generally good. They receive good, clear information about the setting and the foundation stage curriculum. They are able to meet with key workers to discuss their child's progress on a one to one basis every three months. They are able to become involved in their child's learning but do not yet contribute what their child already knows.

### What is being done well?

- Children's personal, social and emotional development is very good. They make good relationships with each other and adults and they are excited and motivated to learn.
- Children's behaviour is very good as a result of effective strategies used by the adults to encourage good behaviour and help children take responsibility for their actions. Children have clear boundaries and staff have high expectations of their behaviour.
- Most children are confident speakers. Their language is skilfully extended by staff's constant interaction and use of questions during activities and group time.
- Children have many opportunities to count and to recognise numbers. Most children can count confidently to ten with adult support. Children use

numbers in every day activities and group times.

- Children's creative development is progressing well. They use resources in the domestic play area to create imaginary play which supports the learning of the current theme. Children paint, draw and construct using a variety of materials with increasing confidence.
- Management of the nursery is very good. Staff are supported well and encouraged to develop their own skills and training needs. Children's learning is monitored and evaluated. Staff work as an effective team and morale is high.

#### **What needs to be improved?**

- the opportunities during structured activities and free play for children to find out how things work and develop an understanding of calculation and linking letters to sounds
- the support for children with English as an additional language
- the organisation of outdoor play to improve the opportunities for structured physical play for older children
- the systems used for observation and assessment to ensure that they clearly inform planning of children's next step of learning
- the opportunities for parents to share what they already know about their child's learning.

#### **What has improved since the last inspection?**

Not applicable, as this is the first inspection of the educational provision.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make good relationships with peers and adults. They are interested and excited trying new activities and are confident with familiar activities. Behaviour is good as a result of staff's praise and appropriate handling of challenging behaviour. Children's sense of community and self-esteem are developing well. Most talk confidently about their families and people in their lives. Children's independence is developing well and they can pour drinks and use the toilet with little support.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Most children are confident speakers and use a range of vocabulary. It is extended by use of questions during play and group time. Some, with English as an additional language are confident speakers but visual written words in other languages are limited. They enjoy listening to stories and some can recall past experiences. They make marks and practise writing during play linked to themes. Some children can write their name unaided. They do not yet begin to link letters to sounds.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have activities indoors and outside, which help them to recognise numbers. They count and practise counting daily. Some children can count to ten and use counting spontaneously during play. Opportunities arising during play and activities for children to develop an understanding of calculation are not used. Children use positional language during play and organised activities. They are beginning to make sequence patterns and some can match by size and shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the natural world and how things grow through activities, heuristic play and life experiences. They use construction materials and some make recognisable models. They use the computer with growing confidence supported by adults. Resources to find out how things work are limited. They meet with people in their local community and make good links to their theme. Through planned festival celebrations, children are developing an understanding of culture and beliefs.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children use the outdoor classroom to engage in play, which helps them to be active. However, the use of outdoors by all ages together, inhibits planned activities for funded children. Some children climb and use wheeled toys with control and co-ordination. They have regular music and movement sessions and play parachute games. They are beginning to learn about keeping their bodies healthy. They use a range of small tools and equipment and are beginning to develop fine manipulative skills.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children draw and paint daily. Different materials and media enables children to create pictures and make models. Children use musical instruments during free play. They enjoy singing and join in familiar songs and action rhymes with pleasure. They use the domestic play area to create experiences linked to the theme. They are encouraged by staff to contribute ideas and thoughts. Staff enable them to select resources to challenge imagination. They are beginning to communicate feelings to others.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Provide more opportunities for children to find out how things work, use calculation and link letters to sounds.
- Improve support for children with English as an additional language.
- Organise outdoor activities to improve the opportunities for structured physical play for older children.
- Use recorded information from observations to plan the next step of learning for individual children.
- Provide opportunities for parents to share what they already know about their child's learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*