



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 101614

DfES Number: 523089

INSPECTION DETAILS

Inspection Date 17/11/2004
Inspector Name Karen Elizabeth Screen

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Brightlands Day Nursery
Setting Address 107 St. Georges Road
Cheltenham
Gloucestershire
GL50 3ED

REGISTERED PROVIDER DETAILS

Name Mrs Alison May Cupper

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

Brightlands Day Nursery opened in March 1997. It is privately owned and operates from the basement of a town house. Facilities include a cloakroom, entrance hall, children's toilets, staff room, staff toilet, kitchen, sleep room and four activity rooms. There is also a fully enclosed outside play area and a semi-circular drive for delivering and collecting children. The nursery is situated close to the town centre of Cheltenham in Gloucestershire and mainly serves the local community.

There are currently 44 children on roll, 7 of whom receive funding for nursery education. The nursery supports children with special needs. There are currently no children attending who speak English as an additional language. The nursery is open all the year round from Monday to Friday between 08.00 and 18.00. Children attend for a variety of sessions. A cooked meal is available for children at lunchtime.

Fifteen core members of staff work with the children. All hold appropriate early years qualifications and most hold current certificates in first aid and child protection. In addition, some have undertaken additional training in special needs, food hygiene, working with babies, manual handling and meningitis awareness.

How good is the Day Care?

Brightlands Day Nursery provides satisfactory care for children. Well-qualified staff provide a warm and welcoming environment. There are effective procedures for appointing, vetting and inducting new staff. Good strategies are employed to ensure that good staff to child ratios are maintained, but there are weaknesses in the registration arrangements. Policies and procedures are individually tailored to the nursery and are regularly reviewed. They are mainly very good, but a few do not reflect the standards and guidance against which the nursery is registered and inspected.

Effective systems are in place for the safe arrival and collection of children. Very good health and safety policies, procedures and plans, effectively identify and reduce most risks and hazards, but staff occasionally miss potential dangers. Staff

have a good understanding of child protection procedures, but have not considered the procedures they will adopt if an allegation is of abuse is made while a child is in their care. Good arrangements are in place for administering medicines and first aid and providing healthy meals.

Good behaviour is valued and encouraged. Children are happy and keen to attend and relate well towards each other. Staff plan a satisfactory range of activities which promote learning and development in all areas over time. Planning of activities and resources throughout the nursery, to ensure toys and equipment are easily accessible, is variable. Care is taken to ensure that children are grouped appropriately, but space is not used to the best advantage. All children are included and their differences are acknowledged and valued.

Good relationships between children, staff and parents help the children to settle well. Sharing of information about babies is very good, but although staff respond well to parents requests; information about older children's development and well being is not always volunteered.

What has improved since the last inspection?

Not applicable because there were no actions raised at the last inspection.

What is being done well?

- Good behaviour is valued and encouraged. Procedures for behaviour management are understood and implemented well by staff. Strategies for dealing with behaviour are appropriate, sensitive and consistently applied.
- There are effective procedures for appointing, vetting and inducting new staff; and good coping mechanisms for managing staff absence.
- Staff qualifications are maintained above the required level.
- The nursery has a positive attitude towards including all children. Children with special needs are well supported and make good progress.
- The nursery go to great lengths to ensure that all information is available to all parents. For example written information has been translated for Portuguese speaking for parents.

What needs to be improved?

- registration arrangements
- the child protection statement
- the lost child policy.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last

inspection or 1st April 2004 whichever is later.)

Since 1st April 2004, Ofsted have not received any complaints about this provider.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown**

Std	Action	Date
13	Ensure the child protection statement includes the procedures to be followed in the event of an allegation being made against a member of staff or volunteer	19/12/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Make sure that the registration arrangements clearly record when children are present.
14	Ensure that the lost child policy covers the procedures to be taken should a child be lost whilst attending nursery.

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

How effective is the nursery education?

Brightlands Day Nursery provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. The quality of teaching is generally good. Staff are familiar with the early learning goals but do not have a firm grip on how young children learn. Staff have an easy rapport and warm relationship with the children. Good support is given to children with special educational needs. Teaching builds on what children already know, but some opportunities to challenge more able children are missed. Staff regularly assess and record children's progress towards the early learning goals, but this is not translated into exciting methods to introduce new skills and knowledge. The organisation of the environment does not encourage children to be self-sufficient.

Leadership and management is generally good. All staff are valued and included. They work well together and have developed a strong team spirit. There is a strong commitment to improvement, training and the professional development of the staff. Annual staff appraisals are used well to identify areas for development. Staff are clear about their roles and responsibilities for children's well-being and learning. The manager reviews the quality of the provision and practice and take steps to address identified weaknesses. She monitors plans and observes teaching, but does not give clear points for improvement.

Partnership with parents and carers is generally good. Parents speak positively about the nursery. They value the friendly and approachable staff, who know the children well. 'Settling-in' procedures work very well, but infrequent communication about the children's experiences and progress, limits the opportunities for parents to support their children's learning.

What is being done well?

- Good support is given to children with special educational needs. Parents and relevant professionals are involved at the earliest opportunity. In addition, staff are committed to undertaking relevant training needed in order to support their needs.
- Staff have built excellent relationships with children. They provide excellent role models and have reasonable and realistic expectations of children's behaviour.

What needs to be improved?

- the curriculum to provide rich and stimulating experiences that are relevant, imaginative, motivating, enjoyable and challenging
- the organisation of the environment and resources, to enable children to

extend activities for themselves and to develop their own ideas.

What has improved since the last inspection?

Generally good progress has been made tackling the key issues identified in the previous inspection report. These required improvements to be made in the planning, teaching and delivery of the curriculum. Adult-directed activities heavily out-weigh child-directed activities; resulting in few opportunities for children to participate in planning their own play, or to make choices within the planned activity, for example deciding which resources will be used. Staff are skilled in assessing and evaluating children's learning, but do not deliver a carefully structured curriculum, that provides rich and stimulating experiences in an environment where resources are organised to enable children to extend activities for themselves and to develop their own ideas. There is little opportunity for children to practise emergent writing skills in imaginative play. This is due to a combination of lack of space in the designated room, the organisation of the nursery environment and insufficient emphasis placed on encouraging children to read and write in a variety of play and imaginative play situations. The result is that many opportunities for children to experiment with writing for themselves, in order to capture their actions and emotions and to learn that words are symbolic ways of preserving meaning, are lost. Parents are provided with information about the Foundation Stage and the early learning goals through newsletters, a notice board and information provided to parents when they first make contact with the nursery. Some parents however, are not aware of the curriculum followed. This means that current methods of sharing information are not engaging the interest of some parents, with the result that they are not using the information to support their children's learning at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and independent, but some opportunities for developing children's independence further, such as encouraging children to pour their own drinks, are not sufficiently fostered. Children learn to cooperate and work well together. They develop excellent relationships with staff and other children and are sensitive towards others, for example a child helps a younger child to put a brick away in the correct drawer.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to stories and enjoy sharing books with staff. They have a clear understanding that print carries meaning, for example a child independently choose a book and begins to 'read' it for himself. Activities such as imaginative play, are not sufficiently extended to include opportunities to practise writing for a purpose. Children's spoken language is developing well. They take turns and organise their play, for example when negotiating to use their favourite tricycle.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Some children confidently say and use numbers up to five. Children are beginning to solve problems and use language to compare size and shape, as they construct with bricks. They are supported well by staff who introduce mathematical language such as "estimate". Opportunities for children to extend their understanding of weight and capacity are not sufficiently exploited through the use of resources such as sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show an interest in the world in which they live and are beginning to gain an awareness of their own cultures and beliefs. Children understand how to use simple equipment, such as using a mouse to complete a simple programme for themselves. Children are taken for walks in the nearby park, but opportunities to encourage children to find out more about the natural world are not fully exploited in the nursery's outdoor area.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children show a developing sense of awareness of space, themselves and others and move with control and coordination. They enjoy moving in a variety of ways and observe the effects of activity on their bodies, for example a child remarks that she is hot and removes her jumper. Children are taught to handle and control small tools such as pencils and scissors, but are set few interesting challenges to develop their large muscle control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children participate enthusiastically in music sessions. The range and variety imaginative of play, is short lived because they are given too little support to develop their ideas. There are weaknesses in the range and types of media, with which children can explore and express their creativity. The organisation of resources does not encourage children to extend activities for themselves; and children are not always given sufficient time to explore and research their ideas.

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

- plan a carefully structured curriculum that provides rich and stimulating experiences that are relevant, imaginative, motivating, enjoyable and challenging
- improve the organisation of the environment and resources, to enable children to extend activities for themselves and to develop their own ideas.

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.