

Bright Horizons at Trafford

Inspection report for early years provision

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Inspector Christine Myerscough

Setting address 463 Stretford Road, Old Trafford, Manchester, M16 4AB

Telephone number 0161 848 5880

Email

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*.

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Description of the setting

Bright Horizons at Trafford was registered in 2007 and is one of several provisions run by Bright Horizons Family Solutions Limited. It operates from single storey, purpose built premises in the Old Trafford district of Trafford. Children have access to four playrooms and an enclosed outdoor play area. The nursery is open Monday to Friday from 8am to 6pm throughout the year, with the exception of bank holidays and a week at Christmas.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 70 children may attend the nursery at any one time. There are currently 109 children aged from seven months to under five years on roll. The nursery support children who speak English as an additional language and children with disabilities.

There are 24 members of staff. All staff hold appropriate early years qualifications and one member has Qualified Teacher Status. The nursery provides funded early education for two, three and four-year-olds and has links with other providers of the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery meets children's welfare and learning needs successfully and is outstanding in the arrangements for safeguarding and promoting children's safety. Inclusion is well promoted and children are valued for their individuality and treated with respect. Good relationships exist with parents and effective links are established with other providers involved in children's care and education. Systems for self-evaluation are developing effectively and the nursery is fully committed to the continual improvement of their practice. Areas for further development centre on increasing children's awareness of print and developing resources to further support children's understanding of technology.

What steps need to be taken to improve provision further?

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

- extend children's learning in the outdoor area by creating an environment rich in print, where children can learn more about signs, symbols and words
- provide more opportunities for children to learn about information and communication technology to support their learning.

The effectiveness of leadership and management of the early years provision

The nursery is well-led and managed. Children benefit from a fully qualified staff team, who work well together and carry out their roles and individual

responsibilities effectively. This enables the nursery to run smoothly. Children's welfare is considered to be of paramount importance. Extensive procedures for the recruitment, vetting and successful induction of new staff ensure that children are cared for by suitable people. Regular training enables all staff to develop a comprehensive awareness of safeguarding issues to fully protect children from harm. The nursery builds strong relationships with key agencies and is highly proactive in working collaboratively to ensure that the welfare and protection of children is given their utmost priority. Record keeping is kept in meticulous order and an extensive range of policies and procedures underpins the safe care and management of children.

Robust procedures for carrying out thorough daily risk assessments protect children from potential dangers. Staff are vigilant in ensuring tight security arrangements are in place to prevent unwanted entry into the nursery and closed circuit television is sited over the carpark and the outdoor play area. The entrance area is effectively monitored and there are key coded door pads to gain access to the play areas. Children feel totally at ease in a very safe and welcoming environment. The well-organised layout of the play rooms enables children to successfully initiate and extend their play. Good quality resources stimulate children's curiosity and they gain pleasure from independently selecting their favourite toys.

Morale is good across the nursery. Management work well together to motivate staff and monthly staff meetings are held to share good practice and drive improvement. Good links are established with workers from Sure Start who visit the nursery and offer regular advice and guidance on the implementation of the Early Years Foundation Stage. Systems for self-evaluation and monitoring practice are appropriately rigorous. The nursery is able to clearly and accurately identify their strengths. The areas for ongoing development, such as the outdoor area, are well-chosen. Recommendations raised at the last inspection have been acted upon. For example, toilets are now enclosed areas with child-sized doors, which respects children's right to privacy.

Staff build successful working relationships with parents through their open and friendly approach. Detailed information is sought from parents prior to admission, helping staff to recognise the uniqueness of each child. Parent's wishes for the care of their children are rigorously adhered to, such as, meeting specific dietary and health requirements. Children with disabilities are well supported. Staff work closely with a range of other professionals to ensure individual needs are met. Regular newsletters and a daily written record sheet about a child's welfare and day ensure effective communication is maintained to promote consistency of care for children. Feedback from parents about the service is actively sought using surveys and questionnaires and their comments are very positive. Staff respond to parent's suggestions by implementing their ideas about how to enhance the nursery further. Information about ways to extend children's learning at home is on display, such as a letter and colour of the week and parents find this useful. The nursery establishes good working relationships with other providers who also offer the Early Years Foundation Stage to children. Effective liaison enables them to work in partnership to promote children's welfare and learning.

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

Children are happy and show a strong sense of security within the nursery. They move around the play rooms demonstrating a high level of confidence and form good relationships with staff. Staff engage children's interest by playing closely with them and support their learning through encouragement and effective questioning. A broad range of stimulating activities appeal to children's interests and they enjoy making decisions about their play. The use of systematic observation and assessment is effectively supporting staff to identify and plan for the next steps in children's learning. This ensures children make good progress in their overall development.

Children actively engage in play and develop a positive disposition to learning. Sand and water play are popular activities across all age groups and children spend a considerable amount of time exploring and filling different size containers. Children benefit from a wide range of interesting sensory experiences. Babies investigate objects made of different textured materials and show curiosity as they look at their reflection in a mirror. Toddlers enjoy making a loud noise, as they enthusiastically bang metal objects against the floor. Children are very well behaved and act responsibly as they tidy away resources. They develop good levels of self-esteem, in response to a star chart system and regular praise from staff. Children are beginning to recognise their name on their name card and gain pleasure from books, which helps them to gain an understanding that print carries meaning. Indoors, a good range of print is on display. However, less emphasis is given to displaying print in the outdoor play area.

Children's communication skills are developing well. They enthusiastically join in at song time and take part in action rhymes. Staff work very closely with parents to support children who speak English as an additional language. Parents record words in their home language through the use of a talking book system. Staff use the book to successfully support children in settling in at nursery and to promote children's language and understanding. A good range of mathematical resources captivates children's interest. Children successfully match the colours of bears and learn how to problem-solve as they successfully complete complex jigsaws.

Children are developing an awareness of nature and change as they plant bulbs and sunflower seeds and watch how tall they grow. They enthusiastically collect insects and show fascination as they investigate them using magnifying glasses. Children have good access to resources reflecting diversity to help them gain a positive view of similarities and differences in our society. By celebrating cultural festivals they gain an appreciation of the cultures and beliefs of others. For example, during Chinese New Year, children make lanterns and re-organise the home corner into a Chinese restaurant. Programmable toys captivate children's interest and they show curiosity as they repeatedly press buttons and listen to different sounds. However, there is a limited range of technological resources to help children learn basic skills in operating equipment.

Children develop good control and co-ordination over their bodies. Indoors, they

have fun as they actively participate in games, such as 'head, shoulders, knees and toes'. Younger children love to repeatedly push trolleys around the room and successfully learn to negotiate steps. Outdoors, children competently ride bikes at speed, eagerly practise their throwing skills and successfully balance on tyres. Children express their creativity by exploring a range of materials, such as glitter, glue and paint. They gain pleasure from engaging in imaginative play as they play in the home corner with their friends and take on different roles. Organised games, such as 'Simon says' produce plenty of excitement and children laugh together.

A good range of effective practices are in place to minimise the risk of cross-infection and to promote children's health. Staff wear disposable gloves and aprons when nappy changing and dummies are stored in individual pots. Visitors are requested to remove their shoes or wear a protective shoe covering before entering the room where there are crawling babies. Well-established hygiene routines help children learn about healthy practices and they become independent in their personal care. The nursery cook prepares appetising fresh meals every day. Children look forward to mealtimes and are well nourished. Excellent emphasis is placed on supporting children to understand about safety issues. The harmonious atmosphere enables children to feel totally secure in sharing their personal feelings with staff. Children use a range of equipment, such as scissors and cutters in an extremely safe and competent manner. Monthly fire drills are rigorously undertaken and children learn to evacuate the nursery extremely quickly.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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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