

Bright Beginnings

Inspection report for early years provision

Unique reference number EY415225
Inspection date 07/04/2011
Inspector Diane Turner

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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 Beginnings has been registered since August 2010 and operates from the Nuffield Health Fitness & Wellbeing Centre in Kingston-upon-Hull where it has use of one room, which has a separate area for children under the age of two years. There is an enclosed area adjacent to the playroom for outdoor play and the setting also has use of the tennis courts. The setting is open Monday to Friday from 7.30am to 6pm all year round, with the exception of one week at Christmas and all Bank Holidays.

The setting is registered by Ofsted on the Early Years Register to care for 20 children at any one time, with no more than six under the age of two years. It is also registered on the voluntary part of the Childcare Register to provide creche places for those parents attending fitness classes within the centre. There are currently 14 children on roll and they attend for various times and sessions. There are four staff employed to work with the children, three of whom have a childcare qualification at level 3 and one has a level 2 qualification and is working towards level 3. The setting receives support from the local authority Quality Improvement Officers and is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a very welcoming and fully inclusive environment, where they take part in a range of age-appropriate activities that are planned around their individual interests and support most areas of their learning well. As a result, they make steady progress towards the Early Learning Goals. Positive links are developed with parents ensuring suitable channels of communication are maintained, with information being shared effectively overall. Most of the required documentation is in place and generally it includes the necessary information. Continuous improvement is successfully promoted and systems are being developed for self-evaluation to aid the process.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare). 14/04/2011

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

- ensure regular evacuation drills are carried out and details logged in a fire

- logbook of any problems encountered and how they were resolved
- improve the recording of accidents
- develop further the outdoor area to ensure children of all ages are able to use this effectively.

The effectiveness of leadership and management of the early years provision

The attention to safeguarding children is effective overall. Staff are confident in recognising the possible indicators of abuse and know who to refer any concerns to. Effective systems are in place for the recruitment and vetting of any new staff and for their induction, ensuring children are cared for by suitable people. Those staff awaiting clearance ensure they do not have unsupervised access to the children. Detailed safety assessments are carried out on all areas, with action being taken to minimise any potential risks to the children's safety. These are backed up by daily checks. However, the emergency evacuation procedures have not been practised with children present to ensure these are effective. Clear policies and procedures show how the service operates and most of the required documentation is in place. However, written parental permission has not been obtained for the seeking of medical advice or treatment in an emergency, which is a breach of the welfare requirements. In addition, accident records do not show whether or not any first aid treatment was given.

The friendly staff team work well together. They are very clear of their roles and responsibilities and provide the children with a well-organised environment that is bright and welcoming and offers a good range of resources. These are all easily accessible enabling the children to make independent choices in their play. Good use is made of labelling to show text has meaning and the children's artwork is given pride of place, showing their efforts are valued and appreciated. The manager has a clear vision of what it is she wants to achieve for the setting, which is shared with the staff team and supported fully by the owner. Staff meetings are held on a regular basis when all members are encouraged to contribute and support visits from the local authority are welcomed and any advice taken on board. Several improvements have been made since the setting's registration. For example, a partition has been erected to provide a designated area for children under two and an outdoor play area has been created adjacent to the playroom. Systems for self-evaluation are being developed to ensure areas for future development are accurately targeted in order to successfully enhance the outcomes for children.

Good attention is paid to promoting equality and diversity. Systems are in place to gather information about children's individual care needs and each child has an individual learning plan. Those children who may have additional needs or use English as an additional language are fully included. For example, staff ensure they know how to manage any particular health conditions through close partnership working with any other professionals involved in the children's care and they actively learn and use key words in the children's first language. Overall, staff engage with parents well. They keep them informed of their children's day through a daily diary and regular newsletters are issued which include the plans for

forthcoming activities. Currently, parents are informed verbally of how the service operates, and there are plans in place to provide this in writing in the future. Parents spoken to at the inspection were happy to express their satisfaction of the service.

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

All staff have a sound understanding of the Early Years Foundation Stage and provide a balance of child-initiated and adult-led activities, enabling the children to learn in different ways. Staff make the activities fun and, consequently, the children are keen to take part and they enjoy their learning very much. For example, the youngest ones become engrossed as they take part in painting activities. They learn about self-care as staff help them to put on an apron before they begin and they learn about different colours and how these produce another when mixed together. They develop their creativity and small muscles as they use tools such as brushes, sponges and 'stampers' to make marks on their paper. Systems for tracking children's progress are in place, which include staff's written observations and photographic evidence of the children at play. However, these are in the early stages as most children have only attended for a limited time.

A calm atmosphere is evident throughout the nursery. The children learn to behave well because they know what is expected of them. For example, staff encourage them to help tidy away the toys after use from an early age. This teaches the children to take care of the items and to keep each other safe by preventing trips and falls. The children clearly feel safe in their environment. This is particularly evident as they readily accept a cuddle from the staff if they are feeling a little upset. The children have clear regard for each other and show concern. For example, on the inspection visit one young child spontaneously offered another a wipe to clean their hands after painting. The children enjoy taking part in a range of practical activities. For example, they pretend they are making cakes as they use the dough. They are keen to take part in planting activities, carefully spooning the compost into their pot and making holes in this for their pepper seeds, knowing to add water to help them grow.

The children have valuable opportunities to engage in imaginative play. For example, they take on the role of the assistant and customer in the shop and use the play cooker to prepare meals, learning about safety as staff encourage them to use their 'gloves' as they take items out of the oven. The children have some opportunities to take part in physical play and to benefit from fresh air. For example, the older ones enjoy balancing along the 'stepping stones' and pulling the small kites behind them in the outdoor area. However, the opportunities for the very young children to use the area are limited as there is currently no suitable play surface in place for them. The children enjoy nutritious meals and the older children are able to decide when they would like to access items such as fruit for their snack. The children learn about the importance of cleaning their hands before eating from an early age and about shielding their mouth when they cough to protect themselves and others from infection.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

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	3
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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met