

Bright Skies Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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 Skies Day Nursery is a privately owned provision. It was first registered in 1994, operates from premises in the Rawdon area of Leeds, with the ground and first floors used for childcare. There is one step access to the building. A maximum of 55 children may attend the nursery at any one time, with no more than 24 children under two years of age. The nursery is open each weekday from 7.15am to 6.30pm for 51 weeks of the year. There are two fully enclosed outside play areas available. There are currently 90 children aged from three months to five years on roll. The provision serves the local and surrounding areas and children attend for a variety of sessions. The nursery employs 30 members of staff, of these three are senior staff who hold a Level 3 early years qualification and 10 staff also hold Level 3, one is working towards Early Years Professional Status, three are working towards Level 3 and seven towards Level 2. There are six administrative and auxiliary staff members. The nursery receives the support of advisers from the local authority and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Bright Skies Nursery offers a homely and welcoming environment, where children feel safe, secure and happy. Children's skills are developing well from a very early age and this is especially the case in being independent and having confidence. Outcomes in being healthy and making a positive contribution are excellent and all children are included in the range of activities provided. The partnership with parents and carers is good overall, with parents and carers being especially appreciative of the information they receive about their children's progress, both on a daily basis and at more formal events, such as, parents evenings. The nursery has good capacity to improve, because of the effective team work of the staff and their commitment to the children.

What steps need to be taken to improve provision further?

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

- enhance the outdoor provision and it's use to the benefit of children's learning and development.
- enhance partnership working with families and other providers and outside agencies.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are in place and ensure that the children are kept safe and free from harm. Adults are checked for their suitability and records, policies

and documentation are updated regularly. The manager ensures that all staff are aware of these and the procedures they must follow if they have any concerns. Staff can explain what to do and who to approach if they are worried about children's well-being. Records cover the expected elements to make sure children's welfare is to the fore. The nursery deals with concerns sensitively and with the best interests of the children in mind. Risk assessments to check for any potential hazards are carried out on a regular basis and daily checks are made of the premises.

Tracking and monitoring of the provision is effective and the manager ensures there is a very regular system to check staff development and deal with any concerns swiftly. The nursery has a team of committed staff who have a shared drive, vision and ambition to enhance what is offered for the children. The nursery has responded positively to the recommendations from the previous inspection and the points raised then have been addressed successfully. This means there is now more informative record keeping and planning, space is used more effectively and regular checks are made of the outdoor area with the children. Careful deployment of staff ensures a good level of interaction is established and maintained with children. Resources are generally good and used well by the children, the development of the outdoor area means that resources are being reviewed and upgraded. The nursery promotes equality and diversity in a proactive way so children are all included in what is provided and all groups of children make progress in their learning and development. Record keeping is effective to this end as gaps in learning are easily identified and then staff can adapt the planning to meet all children's needs on an individual basis.

The nursery has comprehensively tackled self-evaluation of the effectiveness of provision, this shared view amongst the staff is objective and has already recognised that the outdoor provision is good. However, there is no sense of complacency and plans are already in place to enhance the outdoor area and its use and this project is ongoing. The nursery has taken an objective view in evaluating the existing partnerships with children's parents and carers and these are judged as good. Candid self-evaluation means the nursery recognises that further work can be done to include extended families and also to reach out within the locality to a wider range of providers. The effectiveness of partnerships remains good as there are already highly effective links with childminders, other outside agencies and local charity organisations. The nursery's engagement with parents and carers is good overall and parents and carers are very complementary about the nursery. Their views are captured in questionnaires and they feel very supported and involved. They are very appreciative of parents evenings and that they can discuss the children's learning journeys where the profile of each child's progress and development is recorded. These records give a comprehensive view of what children can do and achieve. The staff use these observations to inform future learning and planning and to accommodate the children's interests.

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

The children come into the nursery in the morning eager to start the day and their confidence and independence are already evident as they hang up their coats and say 'that's my peg'. They and their parents are welcomed and time is taken by staff to ensure the children are settled and that parents are reassured that their children are happy and comfortable. Activities provide a good balance of those that children select for themselves and those initiated by adults. Sensory work is a feature of the nursery provision and the children engage with and enjoy tactile experiences, for example, babies explore the properties of water linked to the topic on sea creatures, older children use sand to squeeze through their toes and their language development is fostered well by adults who ask them how this feels and reinforce language and vocabulary. The eldest children in the nursery also have the experience of exploring water and their learning is developed and extended as they make comparisons and suggestions. For example, that the water trough is positioned near the outside tap so they can replenish the water and also use a hose to consider where the water will flow. The children have many excellent opportunities to make a highly positive contribution to the nursery, they get together and talk about the healthy food they enjoy and what they would like to have. They are involved in the development of the outdoor area, participate in safety checks in the nursery sharing their views if the outside space is safe and secure and their contribution to local charities has resulted in a successful 'toddle walk'.

Their awareness of health and hygiene is excellent especially as parents confirm that children will remind them at home to wash their hands because of germs. The children enjoy healthy snacks, such as, rice cakes, have water, juice and milk to choose from and can help themselves to a refreshing drink of water if they are thirsty. Their influence on the provision has also meant that they now have wraps instead of sandwiches and many are now acquiring a taste for fish pie. 'Wake up and shake up' routines every morning ensure they are energised and active, whilst those younger children who need a rest are given a comfortable place to have an afternoon nap. Because the children are involved in safety checks they have a good awareness of what constitutes a safe situation and their dispositions and attitudes to their surroundings and adults indicate they feel safe, secure and happy. Behaviour is good as are relationships and children are sociable and prepared to engage in conversation. Children approach adults secure in a positive response to their suggestions, know that they will be listened to and their ideas are valued and acted upon. As children progress through the nursery their skills are developing from being able to share and listen to stories to think about the sounds letters make in words. They consider the question of the week, recognise numerals and engage in simple mark making towards their emerging skills in writing. The children's creativity is valued in the nursery and the children's art work, painting and drawing are displayed proudly and show the range of media they can use. The records of what children can do and achieve are used well by staff to inform the next steps in their learning.

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	2
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	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

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