

# Brighter Futures Nursery

Inspection report for early years provision

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**Unique reference number**

EY422213

**Inspection date**

04/07/2011

**Inspector**

Diane Hancock

**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**

Brighter Futures Nursery, owned by Brighter Futures UK Ltd was registered in 2011. It operates from Sunshine Children's Centre in Great Malvern. The setting serves the local area. The setting is part of a Children's Centre and has use of their facilities. There is a fully-enclosed area available for outdoor play. This is a shared provision, with Malvern Special Families having use of the large playroom during school holidays. The setting opens Monday to Friday, all year round, from 8am to 6pm. Children are able to attend for a variety of sessions. A maximum of 44 children may attend the setting at any one time, of whom nine children can be under two years. The setting also provides before and after school care for children aged up to 11 years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are 110 children on roll, of whom 76 attend within the early years age range. 17 two-year-olds receive funding and 29 three and four-year-olds receive funding. The nursery employs 15 members of childcare staff. Of these 12 hold appropriate early years qualifications and 2 are working towards qualification. Both Directors have Qualified Teacher Status. The nursery manager has Qualified Teacher Status and Early Years Professional Status. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Babies and children are extremely well cared for and form close relationships with a highly qualified and experienced staff team. The children make excellent progress in all areas of their learning and development as they thrive in a stimulating and supportive environment. High staff-to-child ratios and working very closely with parents and professionals ensures children's individual needs are extremely well met. The setting is very well organised regarding documentation and record-keeping, meeting all welfare requirements of the Early Years Foundation Stage. The owners are fully involved in all aspects of the setting, working very well with a committed staff team who have made significant improvements since moving to the new premises. They have a clear vision of areas for improvement and show a high capacity to maintain an outstanding quality of care and education.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- promoting consistency when recording children's achievements and identifying children's next steps in their learning and development to ensure all parents receive this information to a high standard.

## **The effectiveness of leadership and management of the early years provision**

Staff work extremely closely with parents and other agencies to ensure that children are protected and their welfare is given paramount importance. Staff are highly experienced at supporting children and providing a caring environment for them to thrive in. The setting works very effectively with the children's centre to support families. The owners have very robust recruitment and induction procedures and all staff and volunteers have appropriate checks to ensure they are suitable to work with children. High staff-to-children ratios ensure children are very well supervised and receive high quality interaction. Children are cared for in a very safe and secure new building, with detailed and visible risk assessments in place. The setting is very well organised to ensure a smoothly-run environment, with highly-effective, detailed policies, procedures and routines in place. Children's health care needs are well met. Effective systems for checking that sunscreen has been applied, administering medication and nappy-changing are in place. Children with specific dietary requirements and allergies are well protected and have their needs very well catered for. Toys and equipment are of a high quality to maintain a safe environment.

Professional development of staff is given a high priority. They have regular appraisals, training and are actively reflective on their practice to make ongoing improvements, as well as acting on advice from other professionals. A comprehensive self-evaluation document is maintained to identify further action plans, for example, supporting parents to complete school application forms. Improvements include purchasing new resources, such as individual cameras for staff to easily take photographs of children to use in their 'learning journey' books or send to parents to reassure them their child has settled. There is a new computer to improve children's technology skills, new resources for older children and a sofa in the baby room to assist with bottle feeding. Parents are actively encouraged to share their child's achievements from home on the new star board so that staff can actively work together with parents to promote children's learning. A new system of planning and staff deployment effectively seeks children's views, identifies their next steps and plan activities. Parent consultation meetings take place to share detailed information on their child's development and involve them further in the assessment process. Practice guidance is displayed for parents. Staff undertake, for all children, assessments profiles, 'learning journey' books with photographs and identify individual next steps in their learning. However, variable methods exist leading to some inconsistencies in the information that is shared with parents.

Staff have very good relationships with parents and spend time talking to them daily and gathering detailed information during settling-in sessions. Parents are extremely well informed as they are given detailed information on activities and topics at the setting. They have access to computer activities on the setting's website so that they can continue to promote their children's learning at home. Parents of babies are fully informed in writing of their child's care and activities. Individual sleep routines are very well respected. Parents' views are actively sought through questionnaires and acted upon, for example, the introduction of a daily

noticeboard of what has taken place each day, and other actions to ensure that individual needs are met and children feel included. Parents are able to conference call into the setting and talk and see their child via a laptop. Staff have extremely effective working relationships with other agencies, nurseries and schools to support children in making excellent progress.

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

Children have a thoroughly enjoyable time at this exciting and stimulating setting, with all areas of learning easily accessible. They have plenty of opportunity to become engrossed and spend time playing with resources of their choice throughout the day, both indoors and outside, in a very relaxed and calm environment. Children play very nicely together as they engage in role play with dolls or ask staff to help them make a power pack. Activities are based on children's interests, such as making 3D robot outfits. Sand and water play are very popular as children enjoy pouring and measuring and washing the dolls. Staff interact well with the children and get involved in their play, such as, when building towers with bricks, and they ask questions to extend children's learning. Children have plenty of opportunity to develop mark-making skills, with drawing always accessible. Children are proud of their artistic achievements and feel valued, having group and individual paintings displayed on the walls and showing their individual drawings. Photographs of children around the rooms also give children a sense of belonging. Children enjoy different sensory play opportunities, such as with gloop, strips of shiny paper, treasure baskets and also to explore different textures with toys and lights in the sensory room. Children thoroughly enjoy music as they easily access musical instruments and enjoy listening to and having a go on the owner's guitar. Children sit well to join in these, often spontaneous, activities when and if they want to. Children form good relationships and benefit from time in small groups with their key person. They play games, joining in with stories and singing songs, often assisting in their learning of numbers, colours and shapes. Staff know the children well and activities are planned according to the needs of the children. High staff ratios ensures that there is always a member of staff who can sit and read stories to children or help settle babies to sleep or visit their older siblings.

Children develop excellent skills that will equip them well for their future lives. They make excellent progress in their language with letters and sound activities, such as Pirate Pete. Children receive support using sign along and visual aids if needed. Children are sociable and confident as they ask if they want the computer on or need help with it. They learn about other cultures and the wider world through celebrating special cultural festivals with crafts, baking and discussion about holidays. The setting uses exciting interactive sessions with other settings in America and uses the webcam to liaise with a previous play worker currently volunteering in a Cambodian orphanage. Children are extremely well supported as they leave the setting to attend school or other nurseries, with excellent links between staff, photograph books of school and additional visits to meet individual child's needs.

Babies and children have plenty of opportunity for fresh air as they easily access and spend time playing outside. This includes in the rain and snow as they are well equipped. Children enjoy learning about the natural environment. They explore in the digging pit and help themselves to magnifying glasses to go bug hunting. Toddlers have opportunities to find bugs in their sensory garden and closely examine the ladybirds. Older children, in particular, benefit from access to the children's centre larger playground for physical activities and team games. Children get involved in gardening and grow many different kinds of vegetables. They learn about healthy eating as they harvest their produce, cook and eat the vegetables at the setting. Children benefit from generous portions of nutritious freshly-prepared meals and healthy snacks and drinks. Individual dietary requirements are very well catered for. Breakfast is available at the start of the pre-school session to ensure children have their needs well catered for. Flexible meal arrangements are in place, with some children bringing packed lunches. Children benefit from the social occasion of eating together, with staff talking about their weekend. Babies feel fully included as they sit at the same height as the small children and adults to eat their meals, and develop early self-care skills as they feed themselves. Individual flannels and towels are used to prevent cross-contamination. Children learn to be independent as they take themselves to the toilet and wash their hands, help themselves to snack and make decisions about what they want to do and play with.

Children respond well to the calm and stimulating environment as they make excellent progress in their behaviour, with a consistent approach and guidance from staff. They reinforce positive behaviours, such as kind hands, and use praise and stickers to reward good behaviour. Children learn about how to keep themselves safe through discussions in their groups, helping to tidy away, regular fire drills and through activities, such as when playing with the role-play road safety equipment.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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