

Bright Beginnings

Inspection report for early years provision

Unique reference number EY270365
Inspection date 17/11/2011
Inspector Justine George

Setting address North West Kent College, Oakfield Lane, Dartford, Kent,
DA1 2JT

Telephone number 01322 629443

Email

Type of setting Childcare - Non-Domestic

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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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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 Day Nursery opened in 2003. It operates from a purpose-built property, on the Dartford campus of North West Kent College. The nursery can be accessed easily as it is set out over one level between two buildings. The building for children under three years has two main rooms, a children's toilet, a milk kitchen, nappy changing area, staff room and main kitchen. The second building consists of a large play room, toilets and kitchen. Children are grouped according to age and need. There is direct access to a garden.

Nursery hours are from 8am to 6pm, all year round, except one week at Christmas and bank holidays. The nursery serves the local area. There is also an out of school and holiday club but this is not currently operating.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 66 children may attend the nursery at any one time. There are currently 76 children on roll; of these, 24 are under two years of age. The nursery receives funding to provide nursery education for children aged three and four years. Children attend various sessions throughout the week. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 15 permanent staff, with use of additional agency staff and a bank of casual staff. All staff have childcare qualifications at level 3 and senior staff have degrees and Early Years Professional Status. The nursery receives support from the local authority and the college.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children make good progress in their learning and development and most staff are clear about the learning aims of activities. Children are motivated and challenged in most areas of learning. Children's safety is well fostered and most aspects of health are well implemented. Staff show enthusiasm and are caring towards children. They strive hard to develop an effective partnership with parents. Staff identify areas for development successfully and are committed to driving improvement. Good initiatives have been put into place, which has helped to improve further the outcomes for children.

What steps need to be taken to improve provision further?

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

- improve cleaning routines to further promote the good health of children, for example, ensure the milk kitchen, high chairs and nappy changing areas are hygienic
- plan more activities that offer physical challenge by providing equipment and resources that are challenging and interesting, and which can be used in a variety of ways or to support specific skills
- improve planning systems for children, so that plans can be tailored to meet each child's needs and inform all staff on how to support individual children.

The effectiveness of leadership and management of the early years provision

Children's safety is very well promoted. Robust recruitment procedures help ensure staff's suitability to work with children. Their suitability is monitored through team meetings and appraisals, which identify individual strengths and personal improvement. The staff team are highly qualified. They have opportunities to attend regular training courses and, as a result, their knowledge reflects current practice. Security has been improved and vigilant checks help ensure children are protected from unvetted adults. The premises are safe for children and risk assessments identify and reduce hazards. Most staff have kept their first aid knowledge up-to-date. The staff team has consistent knowledge of the nursery's policies and procedures, which helps to promote the good care of children. All required documentation is in place to ensure children are cared for in line with parents' wishes. Staff have a good knowledge of child protection and safeguarding issues. They know to record and refer any concerns to senior management. Good literature is also available for staff to refer to, in the event of any concerns. As a result, vulnerable children are well protected.

Equality and diversity are well promoted and the needs of children well met. The effective deployment of resources allows children to select what they would like to play with, thereby developing their own ideas and independence. Resources and the environment support children's understanding of diversity. There are posters, books and toys that reflect different ethnic groups. Staff plan the environment to meet the differing needs of boys and girls, for example, moving the construction area to provide children with ample space to explore and extend their ideas. Staff support children well. Their good observations of how children grow and develop ensure children are challenged in most areas of development.

Good partnership working with outside agencies is in place for children with special educational needs and /or disabilities, promoting consistency and continuity of care. This also ensures children receive any additional support they need to help narrow any achievement gaps. Partnership with parents is effective. The quality of literature available for parents has improved, with the internet also providing information about the setting. Parents have a good insight into the role of staff in caring for their children. Good information is sought from parents about each child, ensuring staff are well informed about family life and routines. Staff are constantly developing new initiatives for improving the partnership with parents, for example,

coffee sessions, various events and the newly introduced open day. These provide an opportunity for meeting face to face, to share information about children's care, learning and development.

The setting is committed towards driving improvement. Staff review their self-evaluation form regularly, which effectively identifies and addresses areas for improvement. Many ideas have been implemented, with a positive impact for the children; for example, there are sectioned-off areas in the garden for different age groups of children. Staff continue to identify targets and prioritise areas for development. Good plans are in place to secure further improvement for children. The nursery has met most recommendations from the last inspection. It liaises and responds to advice from the School Improvement Partnership.

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

Children feel safe and secure. Some children are new to the setting but settle quickly, with the caring support of staff. Children enjoy cuddles and staff adhere to the routines of very young children to ensure their security. Children show confidence and are keen to explore the environment. They are developing a good understanding of safety; for example, they practise the fire drill, learning how to respond in the event of an emergency. They also discuss the rules and how to keep safe during group discussions. Children are well behaved because they are stimulated. Should they have a concern they inform staff, who support them in resolving the issue. Children show good manners, using 'please' and 'thank you', and develop a respectful attitude. As a result, they are well on their way to making a positive contribution within society.

Children enjoy their learning, achieve well and develop good skills for the future. Staff work with parents to identify children's starting points and interests. Using their observations, staff plan for children's developing skills and identify their stage of development. Children benefit as staff plan for them on an individual basis. However, learning aims for planned activities are not yet identified clearly, to fully inform all staff in the absence of the child's key person and to support personalised learning further. Very young children enjoy exploring the space available, practising their new skills of pulling themselves up and moving independently. Toddlers enjoy spending time in the garden. They enjoy water play, squealing with delight as they blow bubbles at each other. Children enjoy playing in the sand. They explore capacity by filling and emptying buckets. Staff join in by counting how many scoops and talking about how much sand is in the bucket, introducing language such as more, full and empty. Older children enjoy using the computer and show good technology skills. They know how to switch the computer on, adjust the volume and use the mouse to operate simple programs. They identify errors they make and use their skills to correct these, demonstrating good problem solving skills.

In the main, children's health is well promoted. Children enjoy good periods of

outdoor play to ensure they have fresh air and exercise. They enjoy playing with balls, the small climbing frame and using bikes. However, experiences for children are not always well planned to ensure they are physically challenged. Children enjoy lovely meals that are prepared daily using fresh ingredients. All staff are fully informed of any dietary needs, which are effectively shared with the chef to ensure alternatives are provided. There are sound systems in place to minimise the spread of infection. Consistent hand washing routines are in place and children know to wash their hands, so they do not spread germs. Should a child become unwell, parents are contacted and children are excluded until they feel better. Overall the nursery is clean and hygienic. However, the highchairs, some areas of the milk kitchen and some changing areas are not as well maintained.

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	3
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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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