

Bright Start Day Nursery

Inspection report for early years provision

Unique reference number EY346144
Inspection date 05/12/2011
Inspector Eileen Grimes

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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*.

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 Start Day Nursery is part of the chain of nurseries run by the For Under Fives Limited and was registered in 2006. It operates from a purpose built self-contained unit in the Selby area of North Yorkshire. The group serves the local community and is accessible to all children. There is a fully enclosed area at the back of the building available for outdoor play. The provision is open Monday to Friday from 7.30am to 6pm all year round.

Children are able to attend for a variety of sessions. A maximum of 53 children may attend the provision at any one time. There are currently 85 children attending who are within the early years age range. The provision is registered on the Early Years Register. The group provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. They presently employ 13 members of child care staff, all hold appropriate early years qualifications at Level 3 or above. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The safeguarding of children is given a high priority in the inclusive, enabling setting. The staff's strong commitment towards continual improvement and the robust training programmes continually improve outcomes for children and their families. Children make very good progress towards the early learning goals and the promotion of independent, active learning is a key strength in the setting. The setting has worked hard to develop very effective partnerships with parents and carers and other professionals.

What steps need to be taken to improve provision further?

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

- develop resources which reflect the diversity of society in particular in relation to disability

The effectiveness of leadership and management of the early years provision

A wide range of comprehensive policies procedures and records are in place. Together with the in depth knowledge and understanding of staff on child protection and other associated issues this ensures that children in the nursery are extremely well safeguarded. Detailed risk assessments are completed on an annual basis with daily check lists supporting these. These are completed for all areas of

the setting.

The management demonstrate a commitment to continual improvement. The nursery team review and reflect on their practice a basis for continual improvement. All recommendations from the last inspection have been completed. A number of improvements have been made since the last inspection to improve outcomes for children and their families. For example, the outdoor play areas have been updated to enable continuity within the provision.

Staff are all highly motivated and supported by management to continue with professional development. This forms a firm basis to drive improvement and continually raise standards throughout the nursery. Staff have clear roles and responsibilities and work well together. Staff have a good knowledge of equality and diversity to support individual children and parents. However, this should be developed to encourage children to develop an understanding of the wider community. An effective key worker system is in place to strengthen links with families and support for children's individual needs and well-being. Areas within the nursery are very well organised to provide stimulating play and learning opportunities for children.

The whole nursery team place a very strong emphasis of developing relationships with parents and this has resulted in very effective partnerships based on mutual respect and understanding. Staff ensure that parents are kept informed about all aspects of their child's care and education. They encourage them to read and make comments on developmental files throughout the year. From the entrance hall to the individual rooms there is a wealth of high quality information for parents on a wide range of issues including the early years foundation stage, planning, and children's work.

Staff and management have established effective partnerships with other professionals in the locality and those accessed by children within the nursery. They ensure that all professionals involved with the care and education of children are aware of each others aims and objectives through a daily diary and work together to ensure continuity and cohesion for the children in their care.

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

Children make strong progress in all areas of development and learning supported by staff who have a secure knowledge of the Early Years Foundation Stage. They are valued and respected by staff who work hard to provide a very welcoming, secure and interesting environment with a strong emphasis on child-initiated activity. Staff's understanding of how children learn and how to respond to spontaneous activities is strength of the setting, for example, staff facilitate and develop children with construction play as they build tunnels and investigate how to get the train from one end to the other. Staff involve other children as they talk about wearing safety jackets and hats on the "building site". Through the current process for observing and assessing children's progress, staff are able to identify

next steps and targets and use this information successfully to provide a range of stimulating and challenging activities. Staff know each child in their key groups extremely well and is fully aware of their development.

Space within all areas of the nursery is very well organised. Children have the freedom to explore and experiment with a wide range of resources, which are sensitively stored at children's level. Children are able to access the outdoor play area throughout the day for continuous play. The nursery has very good systems in place to support children with learning difficulties and/or disabilities and to support children with English as an additional language, as staff display signs and learn words in the child's home language and take the time to develop their knowledge of the language. Close liaison with parents and outside agencies ensures all children's needs are catered for.

Children have opportunities to develop a wide range of skills. Babies are well supported as they explore with imaginative play as they care for dolls and experiment with their mobility through pushchairs. Staff foster a love of reading and books. Older children are totally involved in story time as they listen with enjoyment to a book from home. Staff encourage the use of language through questioning the children about what they liked best about the story and encourage them to ask their own questions and make comments about the characters in the book. Children express themselves well and speak confidently in small and large groups. They are able to recognise their own names and are starting to link sounds and letters, supported by children having access to different media for writing and drawing.

A healthy lifestyle is exceptionally well promoted. The access to the outdoor play areas, ensure that children benefit from regular exercise and fresh air throughout the year. Excellent hygiene practices are actively promoted and children learn why they need to wash their hands, and drink fluids regularly. Food for babies and children consist of well balanced, nutritious options, which are cooked from fresh ingredients on the premises each day. The cook is actively involved in the nursery and menus are inventive as the cook successfully incorporate new tastes. Menus are displayed for parents. Children's dietary needs are rigorously protected. Younger children rest or sleep comfortably, and babies sleep in cots as they follow their home routines.

Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. Staff also provide opportunities for children to take measured risks. They begin to consider the consequences of their actions and learn to recognise different feelings and emotions. Children develop a strong sense of ownership as work collaboratively to clear away resources. Children are encouraged to develop skills for their future well-being as they learn to solve problems together. Children are extremely well-behaved as they happily share, take turns and play together cooperatively. They understand what is expected of them, through the recent introduction of the Golden rules which were devised with the children. They learn to be considerate towards adults and each other in the friendly, consistent atmosphere where staff act as positive role models.

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

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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	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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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