

Bright Futures Day Nursery

Inspection report for early years provision

Unique reference number

EY430038

Inspection date

16/01/2012

Inspector

Lynne Naylor

Setting address

54 West View, Clitheroe, Lancashire, BB7 1DG

Telephone number

01200 424124

Email

brightfuturesnursery@hotmail.com

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bright Futures Day Nursery is privately owned. It was registered in 2011 and operates from a converted house in Clitheroe. The ground floor of the nursery is accessed by a ramp. Children are cared for in four rooms on the ground floor and two rooms on the first floor. Children have access to an enclosed outdoor play area.

The nursery opens Monday to Friday from 7.30am to 6pm, for 51 weeks during the year and is closed for one week over the Christmas and New Year period. A maximum of 58 children may attend at any one time. The nursery is registered on the Early Years Register and there are currently 44 children attending, who are within the Early Years Foundation Stage. The nursery receives funding for the provision of free early education to children aged three- and four-years-old. The nursery supports children, who speak English as an additional language.

The nursery employs 13 members of childcare staff. Of these, three hold appropriate early years qualifications at Level 2, two at Level 3 and five at Level 4. One staff member 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 good.

An enthusiastic management team communicate ambition and drive and demonstrate a good capacity for continuous improvement. Children are cared for in rooms organised to be inclusive, accessible and safe. Each child's unique needs are effectively met and they make good and sometimes very good progress in their learning and development. The nursery has not yet cared for any children, who also attend other early years provision. However, the manager understands the benefits of developing links with any other settings that children attend. Staff members have positive relationships with parents.

What steps need to be taken to improve provision further?

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

- build on the partnerships with parents and others and make greater use of what parents know about their child's learning and development to identify learning opportunities and agree next steps
- update the record of the risk assessment to include anything with which a child may come into contact: in particular the location of the milk crates.

The effectiveness of leadership and management of the early years provision

Staff effectively safeguard and promote the welfare of children. They clearly understand how to work with other agencies to protect children. They also have written procedures to follow that are in line with those of the Local Safeguarding Children Board. There is a suitable plan to update the training of the person designated to take lead responsibility for child protection. Clear recruitment and vetting systems are followed to determine the suitability of staff to work with children. Most staff are trained in first aid, which enables children's health to be efficiently safeguarded in an emergency. Although, it is mainly senior staff members that complete the records of risk assessment, all staff follow a clear health and safety policy. This includes procedures for identifying, reporting and dealing with accidents, hazards and faulty equipment. Staff protect, support and encourage children to develop safe levels of independence. Closed circuit television provides additional security and a web camera enables parents with protected passwords to view the nursery at anytime during the day. Most hazards and most outings are clearly recorded in the written risk assessment. Other records that help keep children safe are well maintained. These records include those relating to children's attendance, evacuation practice, accidents and medicine administrations.

The leadership and management team are steadily implementing a number of useful systems to drive and secure improvement. A formal system of self-evaluation uses robust criteria and takes increasingly good account of the views of staff and parents. Consequently, the plans for future improvement are well targeted. The playrooms are thoughtfully organised, consequently, children easily help themselves to a wide range of high quality toys and equipment. Staff actively promote inclusive practice and respect for equality and diversity. Toys and images in books and on wall displays promote positive images of gender, culture and disability. The outdoor area is being enhanced to provide greater opportunities for children to explore all areas of learning. Children cared for on the ground floor flow freely indoors and outdoors for the main parts of the day. Understandably, children cared for on the first floor do not flow freely outdoors, however, they have planned sessions in the garden.

Many aspects of working with parents are very positive. A committee is being set up to further involve parents in the organisation of the nursery. Parents praise all aspects of the nursery and speak enthusiastically about how much their child enjoys attending. Informative policies and procedures, regular newsletters and notice boards keep parents well informed about how the nursery operates and the types of activities provided. Parents and carers are invited into the setting to become more involved in their children's learning. Currently, there are no children, who attend other early years provisions nor any children with special educational needs and/or disabilities. However, the management team are clear about the importance of working in partnership with other settings when the need arises to support children's continuity of care.

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

The individual health, physical and dietary needs of babies and children are exceptionally well met. They eat nutritious meals, cooked on the premises, which include plenty of fruit and vegetables. Children understand the importance of hydrating their bodies after exercise and confidently help themselves to drinks of water. Babies and children sleep comfortably and hygienically in cots or on beds with their own bedding, and any comforters brought from home. Children develop very well physically and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. For example, babies crawl around in ample space, while older children exercise vigorously and develop their creativity during sessions led by a visiting music and dance teacher. They wiggle ribbons as they sing about worms and laugh as they crawl through a row of hoops.

Children demonstrate a clear sense of security and belonging. They behave very well and confidently talk to each other, staff and visitors. Children have opportunities to take risks and to use tools safely during play activities. They are beginning to show an excellent awareness of responsibility as they help staff to risk assess the outdoor area before they go outside. This also teaches them how to keep themselves safe. They learn to value their community and the Earth's resources as they recycle paper and plastic containers. Children show great curiosity and a desire to explore. For example, older children find magnifying glasses and look closely at the patches of ice in the garden. Their learning is successfully extended by staff as they are helped to look for changes and to describe what they see when warm water is poured over the ice.

Children acquire a wide range of social and learning skills that equip them well for the future. They refine their literacy skills as they help themselves to books and readily available pens, pencils, paints and chinks. Babies demonstrate simple sign language and older children are taught simple words in French by a native French teacher. Children extend their numeracy skills and demonstrate a good understanding of technology as they play. Toddlers operate push button activated toys and older children skilfully operate simple computer programmes. In the painting and craft areas, children independently access paint, dough and model making materials. Children play imaginatively in a wide variety of role play situations, such as a home and a Chinese restaurant. This also helps them learn about their own cultures and festivals and those of others. Children consider the needs of others as they take part in fund raising events, both local and national.

Photographs and written observations clearly demonstrate that each child's progress towards the early learning goals is at least good. Useful systems to encourage parents to exchange information about their child's learning at home are in the early stages of implementation. Parents and staff exchange valuable information everyday. Some of this information is beginning to show in some of the children's achievement records. Staff members with key working responsibility understand the needs of their group well. They specifically plan interesting

experiences to successfully promote the development of each individual child.

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	3
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
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

