

Bright Comets Day Nursery

Inspection report for early years provision

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Inspector

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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 Comets Day Nursery Limited registered in 2011. It operates from a purpose-built building in Hatfield, Hertfordshire. Children come from the local community and surrounding area. All children have access to a secure enclosed outdoor play area.

The setting is open each weekday from 8am until 6pm for 50 weeks a year. A maximum of 120 children under eight years may attend the nursery, and of these, 40 may be under two years old at any one time. There are currently 104 children on roll. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The setting employs 20 full-time members of staff. Of these, most hold appropriate early years qualifications. Two members of staff are working towards other relevant early years qualification and one is working towards a Masters Degree in early years. The setting receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The managers and staff team have a superb knowledge and understanding of each child's individual needs through interaction, observation and excellent links with parents. Children's safety and security are a priority. This enables children to adopt very good practices to safely explore the exciting resources within the nursery. The excellent organisation of documentation and activities enables children of all ages and abilities to make excellent progress while having fun. Consistently excellent reflective systems enable staff to evaluate the layout of the setting and the activities to meet the changing needs of each child.

What steps need to be taken to improve provision further?

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

- developing further partnerships with other Early Years Foundation Stage providers.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are excellent as all staff and students fully understand their responsibilities to protect children. They are familiar with the procedure to follow should they have any concerns. The setting has robust recruitment and vetting procedures in place and secure policies and procedures to

monitor children's safety at all times. The nursery is pro-active in seeking the views of all users. All comments from staff, parents and children are actioned, creating an environment, which values the opinions of all users and meets all needs. Regular reflection of practice, resources and activities enables the staff team to provide tailor made learning experiences for each child. Rigorous monitoring and evaluation of the nursery and rapid response to actions and ideas, results in outstanding and sustainable improvements to the early years provision.

The nursery is highly committed to establishing effective working relationships. Parents are consulted regularly through communication books, newsletters, email, parents' forums and open events. Their opinions are valued and the management take their comments and action them. This ensures that the parents are actively involved in their child's care and learning and are fully consulted in all aspects of the nursery. This has resulted in an increase in numbers of children attending this nursery since its registration. The managers and staff are developing partnership working with local schools and children's centres. Currently, there are no children attending other early years settings. However, procedures are in place to develop these.

Equality and diversity are at the heart of this nursery. Young children learn sign language to enable them to communicate with their peers. Also established procedures ensure that children who speak English as an additional language make outstanding progress in their communication language and literacy. Excellent planning and provision of resources and activities ensures that any gaps in children's achievements are narrowing. The well-trained and knowledgeable staff team have an exemplary understanding of each child's background through established close links with home and family. Children receive high levels of support from a very young age, which enables all of them to understand the similarities and respect the differences within their community. The outstanding leadership and management of the nursery support continuous improvement. Staff, children and parents are involved in developing and taking forward all aspects of this inspirational early years setting.

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

Children thrive in this dynamic nursery. They enjoy their time in this setting and display a very strong sense of security and belonging. Links with the children's home through photographs of family and pets promote their smooth transition into nursery and onto full-time school. The nursery has some links with local schools, children's centres and other early years settings, although, there are no children currently attending other settings.

Highly motivated teaching methods are very effective. For example, a theme of super heroes teaches children to think about how they can help others. This is particularly effective for children with behavioural issues. Children choose, which sort of hero they want to be, they dress-up and decide on their imaginary powers. Staff suggest some imaginary scenarios, such as an escaped lion or a bus stuck in

the snow. The children then decide if they can fly the bus to safety or capture the lion or even dig the bus out of the snow with their toy shield. This enables children to use their creative thinking in a positive way.

Children learn to care for a variety of pets, such as, hamsters, chickens and stick insects. They are encouraged to take the pets home and look after them. Their experiences are recorded in diaries for the children to discuss. For example, one of the stick insects shed its skin, this was stuck in the diary and discussed. The children also told the adults how difficult it is to find the right leaves to feed the insect during the winter months.

Children have access to a wealth of high quality resources and are encouraged to free-flow between the indoor and outdoor areas. This has been evolved further for the pre-school age children, who decide when to have their rolling snack and if they want it indoors or in the outside area. This idea was developed through the staff's understanding that some children prefer to stay outside and would rather miss snack than stop their play. All meals are home-made and fully inclusive of dietary needs. Good practices, such as offering alternatives if a child does not like their meal and providing a hot meal at a later time if the child falls asleep, further promotes children's welfare.

Children display excellent communication skills. Basic sign language is used regularly at snack time and to accompany songs and rhymes, this further promotes communication. Children who speak English as an additional language are fully supported. Basic words and phrases in their native language are used by staff as initial communication. This is then used alongside English to develop their excellent language skills. Babies and toddlers practise mark-making skills at a very young age and books are well used to convey the understanding that print has meaning. Opportunities to introduce learning into an activity are not missed, for example, counting, sorting and matching, discussing size and shape. Children are fully supported in mastering their own personal care skills, for example, they are given time and praise to put on their own coats when choosing to play outside. They take an active role in preparing their own snacks and younger children set the snack table for their friends. Babies form close bonds with the staff and excellent communication ensures that their routines are consistent. Calm sleep routines in the sensory area and regular checking by staff, further promotes their safety and well-being. Children display an excellent understanding about being safe. They regularly talk with staff about safety issues and how to use tools and resources safely. They learn about healthy lifestyles, including good hygiene practices, such as keeping their hands clean before touching food and after using the toilet or touching the pets. Staff act as excellent role models and as reminders to re-enforce children's understanding of good health and hygiene routines.

Children regularly grow plants in the garden area, caring for them and exploring any mini-beasts they find in the soil. Excellent teaching expands this activity into learning about lifecycles. Child-led and adult-led activities are well balanced, enabling all children to make outstanding progress towards the early learning goals. Children are well prepared for their transition into 'big' school and they display high levels of confidence and self-esteem, which are excellent tools to help

them in the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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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	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