

# Bright Beginners Nursery

Inspection report for early years provision

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**Unique reference number**

EY432460

**Inspection date**

19/04/2012

**Inspector**

Joanne Gray

**Setting address**

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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 Beginners is a private nursery which was re-registered in 2011. The nursery is situated in the Wicker area of Sheffield. The nursery operates from self-contained premises within a large building. There are three playrooms for the children's use and an enclosed outdoor play area. It is open each weekday from 7.30am to 6pm for 52 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 30 children may attend the nursery at any one time, twelve of whom may be under two years of age. There are currently 58 children aged from birth to under five years on roll, some in part-time places. The setting also makes provision for children older than the early years age group and is registered on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports children with special education needs and/or disabilities and children with English as an additional language.

There are ten members of staff, of these three have Early Years Practitioner Status, six have a level 3 early years qualification and one has a level 2 early years qualification. The setting provides funded early education to three and four-year-olds and receives support from the local authority.

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

Overall the quality of the provision is good.

Children enjoy their time at the welcoming, inclusive nursery. The friendly and approachable staff team know children well, helping to ensure they meet their individual needs competently and confidently. Children are making good progress through the Early Years Foundation Stage, however rigid routines sometimes impact on children's learning. The nursery is secure and children are well safeguarded. Good systems are in place to evaluate and reflect on practice in order to secure improvement and enhance outcomes for children. Partnerships with parents are effective overall although they are not fully consulted when planning children's next steps for learning to fully involve them in their children's learning.

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

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

- strengthen the planning and assessment processes by encouraging parents involvement in identifying and supporting children's next steps for learning
- monitor the impact of routines on children's free play choices.

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

Children are well protected because practitioners have a good understanding of safeguarding procedures and know how to take action to safeguard the children in their care. Children are further protected by effective systems to ensure adults who arrive to collect children are clearly authorised by parents to do so. Policies and procedures are well organised and shared with parents. Regular risk assessments minimise the chance of accidental injury effectively. Daily checks and cleaning keep the broad range of toys and resources in a good condition. This ensures that children handle items that are clean, safe and easily accessible. Play materials are plentiful and varied, promoting all areas of learning. Practitioners are fully aware of their responsibilities within the nursery and staff deployment is good.

The setting provides a fully inclusive service to all children attending and ensure that no child is disadvantaged in any way. Individual children's needs are thoroughly addressed through clear knowledge of all children and their families. Parents are positive about the nursery and feel happy with the care provided, specifically commenting on the friendly atmosphere. They are made to feel welcome in the setting and receive good feedback about their child's day. Parents' evenings have recently been introduced and are well attended. In addition, parents and carers are regularly invited to contribute their views through questionnaires. The nursery manager has a secure understanding of the benefits of working with other professionals to enable children to meet their full potential, which makes a strong contribution towards children's achievements and well-being. She has also established effective links with the other providers involved in children's care and learning to assure consistency.

The well-qualified and experienced staff team work collaboratively within the nursery to share knowledge, question practice and test out new ideas. They have high aspirations for every child and recognise that continuous quality improvement has a direct impact on children's achievement. The nursery also seeks the views of parents by issuing regular questionnaires and using feedback from them to improve practice further. This ensures strengths and weaknesses are identified effectively. The manager also engages with local authority early years consultants to formulate action plans on a regular basis.

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

Children and babies are happy and make very friendly relationships with practitioners and each other. Staff are calm and encouraging. They relate well to each child and give them regular praise for effort and achievement, which helps boost their self-esteem. Children behave consistently well because there are effective systems in place to support them, for example, reminding them that in five minutes it will be time to tidy away. Each child is recognised for their uniqueness and all children are encouraged to value differences and diversity through planned activities and positive images portrayed through resources.

Practitioners talk to the children as they are playing about the different languages spoken in nursery. Children remember talking about it before and recall that some speak Chinese or Urdu as well as English. The environment is rich in multicultural signs and notices. Staff obtain information about children's starting points through early observations and discussions with parents. This helps them to know the children's abilities and to plan activities around their interests, in order to further develop all areas of learning. However, opportunities to involve parents and carers as part of the ongoing observation and assessment process are not as well developed. This means that parents are not being fully consulted and given the opportunity to contribute to their children's learning.

Children are active and understand the benefits of physical activity as they take part in dancing activities and run around jumping and skipping to music. They also enjoy local walks to the canal and parks. Children are developing good hygiene practices as they wash their hands before meals, practitioners remind younger children to rub their hands together. Independence is fostered well; children use individual face cloths to wipe their own hands and faces. In addition, children of all ages are encouraged to serve themselves at mealtimes and enjoy a range of healthy food and drinks. At sleep time children and babies are provided with individual sleep mats and cosy blankets, they happily lie down and settle because they feel safe and comfortable in their surroundings. Children are effectively encouraged to develop an awareness of their own safety and well-being through discussions and are reminded about the safe use of tools and equipment during their play.

A visual timetable helps children anticipate routines, such as outdoor play or story time. However, the set routines throughout the day sometimes interrupt children's learning, affecting their motivation and limiting their ability to persevere. Children have a good variety of opportunities to write, make marks and use books so their literacy skills are effectively promoted. Furthermore, babies concentrate for an extended period when a staff member reads to them with enthusiasm and invites them to take turns lifting the flaps on each page. Children are capably developing problem-solving and skills. They frequently count during activities and have good opportunities to recognise numbers and learn simple calculation through songs such as 'Five Little Monkeys'. They develop an understanding of the natural world as they look at the butterfly chrysalis on the 'Investigation Table' through the magnifying glasses. Babies' creativity is extended as they explore paint on large sheets of paper on the floor. Older children make Easter baskets and paint pictures of spring flowers. Creativity and imagination is further supported by a range of small world people and animals alongside the construction area.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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