

Bright Futures Children's Centre

Inspection report for early years provision

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Inspector Hazel White

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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*.

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Description of the setting

Bright Futures Children's Centre opened in 2006. It operates from facilities adjoining the early years unit at Hateley Heath Junior and Infant School which is located in West Bromwich. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play. There are strong links with the school.

The nursery opens Monday to Friday for 48 weeks of the year. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 52 children may attend the nursery at any one time. There are currently 77 children attending who are within the Early Years Foundation Stage. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 11 core staff who work directly with the children. Nine of these staff hold an early years qualification to level 3 or above and two are currently training to level 3. Eleven apprentices support the core team, of these nine are qualified and two are attending training. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle into the nursery well; they are happy and quickly become involved in a broad range of activities and experiences that help them make good progress in their learning and development. They are cared for in calm environment which has a positive impact on their learning and development. Planning covers all of the six areas of learning and children's interests are generally included. Effective relationships with parents and close partnerships with other early years providers helps to ensure a fully inclusive service. The management team have a clear vision for the nursery and have instigated a variety of effective monitoring systems to evaluate childcare practice. All staff are involved in this process.

What steps need to be taken to improve provision further?

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

- develop children's personalised learning further by using information from discussions with their parents, and from talking and observing children
- recognise the potential of routines and daily situations for children to use language such as 'more' or 'less' and count everyday objects.

The effectiveness of leadership and management of the early years provision

Staff are confident and clear about their responsibilities in relation to ensuring children remain safe from harm. They have a good understanding of how to recognise signs and symptoms of abuse and there are clear procedures to follow should they have any concerns. The setting has robust recruitment procedures in place to check staff's suitability to work with children and to ensure they know their roles. The senior management team provide detailed and clear induction for all new staff regarding all aspects of the nursery. However, the provider failed to notify Ofsted of a change to the person who is managing the early years provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action.

The environment, both indoors and outside, is kept safe due to thorough risk assessments that help to ensure that potential hazards to children are minimised. Good security systems are in place. For example, passwords and named persons are required for the collection of children and secure reception areas monitor visitors and prevent unauthorised access. Space throughout the nursery is creatively used and children enjoy frequent access to the outdoor environment. Furniture, equipment and resources are of high quality and appropriate for the age and stage of the children using them. Displays of children's work around the nursery help to create a welcoming and attractive environment.

Parents are warmly welcomed and they receive detailed information about the nursery. They are invited to monthly meetings with their child's key worker to discuss their child's progress and development. Parents are encouraged to provide information to support the children's care and learning further. For example, they are asked to provide photographs and observations of their children's achievements at home. Parents speak highly of the nursery and staff team, commenting on how well their children have settled, how they are kept informed and the friendliness of staff.

There are good systems in place to support children with special needs and/or disabilities. The Special Educational Needs Co-ordinator and key staff know the children's individual needs well. They attend reviews with other professionals and implement programmes to help each child reach their full potential. The nursery effectively promotes equality of opportunity overall, serving a diverse community. Children are valued and respected. They have access to resources, play opportunities and activities which acknowledge cultural differences.

The management team leads by example and is enthusiastic about improving outcomes for children. As a result staff work well together as a motivated team. All have completed a general range of training to keep their knowledge and skills up to date. The registered provider and manager share a clear vision for the nursery and ensure that staff are actively involved in the self-evaluation process which effectively targets areas for improvement that impact positively on the care and learning opportunities for all children. The management team have recognised that planning for children's personal learning is an area for further improvement.

Information from parents and staff observations are not fully used to complement children's learning. Following the recommendations of the last inspection, the outdoor area has been developed to promote children's physical play.

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

Children are confident in their surroundings and select resources they wish to play with from the wide variety available. Planning effectively covers all of the six areas of learning throughout the week. Children achieve well because staff have a secure understanding of the Early Years Foundation Stage and how young children learn. They provide them with a good variety of adult-lead and child-initiated activities. Free-flow play is encouraged and staff interact and support children's learning well; knowing when to withdraw to allow them to learn from one another.

Children practise their numerical skills and develop an understanding of quantity, size and shape in focus activities. For example they sort and group bears by colour and size and stack blocks, putting the largest first. However staff do not always recognise the potential of routines and daily situations for children to use language such as 'more' or 'less' or to count everyday objects in order to maximise children's learning. Mark making and pre-writing skills are evident throughout the nursery. Children learn to write their name when they self-register and draw and note in their pretend play.

Children have daily access to technology, using computers and programmable toys which will support them in later life. They have great fun performing using microphones and voice recorders on the stage that they have designed. Art and craft opportunities are plentiful. Children make and create, paint and explore different textures and model with play dough. Their art work is well displayed so that their work can be appreciated; enhancing the children's self-esteem.

Children's behaviour overall is good. They are polite and talk kindly to each other. Staff implement a consistent approach to handling behaviour and teach children to take turns and share equipment as they play together. Children know what is expected of them through familiar routines and clear explanations. They develop a good understanding of the wider world. This is achieved because they are involved in many celebrations where they learn about culture and religion and differences in people in our society. In addition, displays show positive images, dolls are multicultural and some books are in dual language. Children are very excited about the Diamond Jubilee and role play resources support this learning.

The nursery is successful in prompting children's knowledge and understanding of healthy living. Children are provided with a well-balanced and nutritious selection of meals and snacks. All children enjoy regular fresh air and exercise. A variety of initiatives are in place such as soft play, Forest School and Gardening Club. All of these activities encourage children to take part in physical activity and develop a positive attitude towards being active.

Children gain a good awareness of their personal safety because staff make

effective use of opportunities to teach children about road safety. For example children recently enjoyed a 'Beep Beep' week which is an event endorsed by the Police and Fire service. It helps children understand about the dangers when walking along busy roads and how to use crossings to prevent accidents.

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?	3
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	3
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	3
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	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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