

Brighter Beginnings Day Nursery Ltd

Inspection report for early years provision

Unique reference number EY356017
Inspection date 17/07/2012
Inspector Joanne Ryan

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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

Brighter Beginnings Day Nursery was registered in 2007. It is one of six settings run by a limited company and operates from purpose built premises within Fallowfield Sure Start Children's Centre formerly known as the Wilbraham Sure Start Children's Centre in the grounds of Wilbraham Primary School, Manchester. Children are cared for in two rooms. There are securely enclosed outdoor play areas.

A maximum of 40 children may attend the nursery at any one time. There are currently 66 children attending who are within the early years age range. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 9am to 12noon and 1pm to 4pm term time only. The nursery currently supports children with English as an additional language and children with special educational needs and/or disabilities. The nursery employs six members of staff all holding a level 3 qualification; the Early Years Foundation Stage leader holds a level 4 qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff have an excellent understanding of the welfare requirements and children settle exceptionally well. The staff are experienced, qualified and demonstrate an exemplary knowledge of the Early Years Foundation Stage. Highly stimulating activities enhance children's development and reflects on the excellent progress they make in their learning and development. Exceptional partnerships between parents ensure individual children's needs are exceptionally well met. Very positive relationships with the school teachers enhance all outcomes for children. Successful steps are taken to evaluate the effectiveness of the provision and the setting works very well to sustain its excellent standards.

What steps need to be taken to improve provision further?

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

- continuing to develop the self-evaluation process to identify the next priorities for improvement and include the parents and children's comments.

The effectiveness of leadership and management of the early years provision

Children are very well protected because staff have an excellent understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are very aware of the procedures to follow and receive regular

training. The suitability of staff to work with children is checked through thorough and robust recruitment and vetting procedures, followed by a detailed induction. Staff are motivated and led by a strong and dedicated management team who have an excellent understanding of the Early Years Foundation stage. Thorough risk assessments are carried out annually by the staff to ensure that children can continue to play in a safe and secure environment. All procedures are robust and annually reviewed to ensure they reflect current legislation and practice. The records, policies and procedures are superbly organised and are highly effective in supporting the provision. The whole staff team is highly motivated. Roles and responsibilities are clearly established, consequently, staff work effectively as a team because they feel valued, supported and involved within the setting. Equality and diversity is supported extremely well in the setting with high quality resources and a sound understanding of other cultures and countries incorporated in their daily practice. Information for parents can be made available in other languages and supported with the use of a translator. This has successfully created a fully inclusive environment.

Self-evaluation reflects rigorous monitoring and analysis of what the setting does well and what needs to improve. Parents are consulted in the review process and feedback is provided on actions the setting has taken. For example, parent's requested more trips took place and the setting responded to this by planning more outings to the library and museum. Actions are well targeted and have significant impact on sustained improvement. The management team are exceptionally successful at inspiring staff and setting high standards which are embedded across all areas of practice. As a result, outcomes in children's achievement and well-being are exceptionally high. The setting is term time only so will receive a new group of children in the next term therefore plans are now in place to develop a new set of actions to raise the quality of the service further.

Partnerships with parents are excellent as staff discuss every aspect of their child's learning and development with them. Displayed information, children's artwork and learning journals clearly demonstrate to parents the high quality care and learning that is offered. Parents are engaged in their child's assessment as soon as they start at the nursery for example, the sharing of information about what they already know and can do and through the home visits prior to the children starting the setting. This level of involvement in their child's learning is continued by them being encouraged to continuously contribute to the child's learning journey. Parents speak very highly of the partnership with the setting and are particularly impressed with the progress their children have made. All parents are provided with home learning bags which contain a range of resources to support the continuity of learning between the home and setting. The setting liaises well with other professionals and external agencies to ensure each child receives the support they need to fully promote their learning, development and welfare. Highly effective relationships with the school teachers support children's transition into school. Well-established systems of communication are in place to share information between other providers delivering the Early Years Foundation Stage. Staff provide sensitive, individualised support for children who have special educational needs and/or disabilities. This means that the individual needs of all children are very well met and all children are fully included in the setting.

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

Relationships between staff and children are relaxed, positive and supportive, consequently, the children feel safe, confident and settled at nursery. Each child has their own key person who works closely with parents. They keep on-going records of children's progress and tracking systems are in place to effectively identify children's learning priorities. Observations of children's learning are recorded, shared with parents, analysed to establish next steps and fed into planning. The children are at the heart of all planning. Tracking systems are monitored by senior management and allow specific areas of development to be targeted if further support is required therefore children's progress is good or better in all areas. The highly stimulating and welcoming environment reflects the children's backgrounds and the wider community. The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well.

Children access the room freely in a controlled manner with opportunities during the day to also access the outdoor play area if they choose to do so. They access this in all weather conditions due to the sheltered area available. Children learn about the environment as they plant a variety of fruit, vegetables and plants in the garden. They are developing their knowledge of people who help them after a visit by the police service. The children gain knowledge of how to promote healthy lifestyles through role playing with the dolls where they take the temperatures and discuss if there is a need for medicine. They are offered a choice of fruit at snack time and have fresh drinking water available throughout the session. A high emphasis is placed on behaviour management and staff provide consistent and clear guidance and use lots of praise. As a result, children learn to follow instructions, play extremely well together and are very caring towards each other. Programmable toys are available with a computer and key board to help children learn about everyday technology and develop their skills for the future. Problem solving, reasoning and numeracy are promoted very well through the daily activities such as using mathematical concepts when using the building bricks.

The setting employs an external consultant and a teacher who have been working with the staff to provide extended opportunities for children to develop their communication, language and literacy skills. Children enjoy listening to stories and using the props, they are eager to ask questions and relate the stories to their personal circumstances. During a sand play activity the children use paint brushes to explore making marks, they make shapes and letters and experiment with different lines. Children have a wealth of opportunities to access an extremely wide range of creative and stimulating activities and enjoy making models with a range of creative materials. They experiment with mixing colours together to discover the new colour that has been made. Children's physical skills and coordination are extremely well developed as the staff encourage and promote high levels of outdoor play and exercise. Children have opportunities to climb and balance, ride bikes around the playground.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met