

# Bright Futures Nursery

173 Gooshays Drive, ROMFORD, RM3 8YJ

## Inspection date

Previous inspection date

04/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children are happy, motivated and eager to learn. They show high levels of independence, curiosity and imagination have good relationships with staff and each other.
- The manager monitors the nursery provision effectively and encourages the staff team's professional development, which benefits the children.
- The indoor and outdoor learning environments and the quality of planning and assessment provide interesting and stimulating activities that engage children and build on their interests.
- The successful implementation of the key person system has built strong relationships with children and their families. There is a high degree of trust and an appreciation of the help given and support where this is needed

### It is not yet outstanding because

- Staff do not consistently give children time to talk and think and respond to questions by answering with possible responses

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the three play rooms and the outside learning environment
- The inspector talked with some staff from each room, parents and the registered person.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## Inspector

Amanda Allen

## Full Report

### Information about the setting

Bright Futures Nursery is one of a number of nurseries run by Bright Futures Nursery Ltd. It registered in 2012 and operates from a mission hall in Harold Hill, within the London Borough of Havering. The nursery serves the local community and is open each weekday from 7.30am to 6.30pm all year round. The nursery is registered on the Early Years

Register and the compulsory and voluntary parts of the Childcare Register. There are five members of staff and all hold early years qualifications to at least level 2. The nursery receives funding for the provision of free early education to children aged three and four years.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- allow time for children to talk and think when asked questions by valuing their answers without rushing forward too quickly with a response.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The nursery atmosphere is calm and stimulating. Children enjoy a wide variety of indoor and outdoor play experiences, which support their learning and development well. Good staffing ratios enable children to move freely to choose from the different activities provided indoors and outside. Children clearly enjoy learning through play. All enter happily, eagerly choosing what they wish to do from the interesting experiences offered. Children have plenty of resources to choose from on a daily basis. These include a wide range of investigative tools such as information and communication technology equipment and mechanical toys to promote future skills. Attentive staff support and enhance children's learning in all rooms, providing much individual attention.

Children are supported in the acquisition of communication and language skills and in their physical, personal, social and emotional development. This enables children of all ages and abilities to make good progress in their learning. All children are generally working comfortably within the typical range of development expected for their age, taking account of any special educational needs and/or disabilities. Children who speak English as an additional language are making good progress. The key person system is consistent and staff work with parents to set realistic goals and targets to build on their child's vocabulary and communication skills.

Children enjoy exploring and using a range of media and materials. They sing a selection of familiar songs as they make cakes and pizzas from modelling dough. They carry out actions to the songs and use rolling pins and cutters, enhancing the use of their small muscle groups. The outside area is well organised and enhances opportunities for children to develop their large and small muscle movements. They use a range of well-maintained play equipment and particularly enjoy riding around on the bicycles and cars. Outdoor experiences help the children explore how their bodies work, for example, when they enthusiastically climb the small slide or pedal around on their favourite bicycle.

Children practise gaining good hand and finger control in a number of activities. They use building blocks to build towers; they manipulate large shapes and carefully place them in their puzzle square. They know they can access all the resources available. Staff use children's interests to spontaneously create experiences for them such as, when aeroplanes fly over the nursery during outside play. Children point to the planes and talk about their holidays. Staff build on these discussions by creating songs and games and read stories about aeroplanes throughout the morning. Staff miss some opportunities to encourage children to talk and think. This is because they often rush forward with answers to questions they have asked without giving the children time to respond. Nevertheless, older children are confident to speak, for example as they ask the inspector if they would like ham on their pizza. Children visit the inviting, soft-cushioned book area independently, choosing and browsing through books happily. They replace books carefully before leaving the book area. Staff place emphasis on care of the nursery environment and children respond well.

Children's experiences are used to inform nursery planning and cover the seven required areas of learning, indoors and outside, with planning documents detailing a broad programme of activities. The planning cross references with each child's individual learning needs. Each key person makes sure that their observations of what each child is learning are recorded and which developmental age band they are working within. This helps them to then plan each child's next steps ensuring that they are able to move them forward and track their progress. The learning environment offers a wide range of materials and resources that add depth to children's experiences. Planning is adapted to respond to children's individual interests, determined by both discussions with parents and useful observations of children's play. When children first start at the nursery, staff establish what children can do by talking with parents. They also ask them to fill out an 'all about me' form to include their child's likes and dislikes. Staff record children's achievements frequently, often through photographs, in informative learning profiles that are readily available to both children and parents.

### **The contribution of the early years provision to the well-being of children**

Children clearly feel at home in the nursery. They are confident as they move around the rooms showing that they feel safe and secure. The use of plenty of pictorial images and the caring staff support children's sense of belonging and they settle well at the nursery. A well-established key person system helps children form secure attachments and promotes their well-being and independence. Establishing secure emotional attachments helps children feel safe so they quickly develop confidence and independence, readily exploring their new surroundings. Staff carefully adapt settling-in procedures to respond to the needs of the individual child.

Deployment of staff is effective within the nursery, enabling them to provide good support for children's care needs, such as a lap on which to have a cuddle or someone to help with nappy changes when needed. Older children become independent in their personal care, competently drying their hands and putting paper towels in the bin. Children are well

mannered and care for others, which reflects the good examples of behaviour set by staff. Children enjoy a good balance of adult-led and child-initiated play with planning taking account of children's individual interests. For example, children are enthusiastic as they wash and dry fruit and vegetables and learn to use the squirting bottles. Children hear words such as 'squirt' and 'trigger', and exclaim in wonder when they talk about the fruits they have tried, showing their enthusiasm for learning. Staff use correct grammar when speaking, providing good role models for children as they develop their speech. Staff interact enthusiastically with the children.

Children's understanding of safety is embedded in their daily routines. They learn that some resources, such as sand and scissors, must be used with care and they know that they must not run inside the nursery building. Complying with expectations, making friends, learning self-care skills and being interested in their activities, means all children enjoy their nursery experiences. They get to gain good skills and attitudes to underpin their eventual transition to school.

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

Safeguarding arrangements for children's well-being are well established and effective. The staff team demonstrate a high level of commitment to promoting children's safety and undertake regular safeguarding and first aid training. They understand their individual responsibilities and the need to provide safe play environments for children, which they do. Robust risk assessments are undertaken. Children and staff regularly practise fire drills making sure all have an understanding of what to do in an emergency. Children learn to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe. For example they know they can run around more freely in the garden than they can indoors as this can cause accidents.

The staff team closely liaises with parents from the start, through clear settling procedures and by asking them to provide information about their children's routines, likes and dislikes. Parents are encouraged to be involved in their children's learning. Staff keep them informed through the use of daily diaries and verbal feedback about activities their children have undertaken. Partnerships are well established and make a strong contribution to children's achievement and well-being. Parents are constantly encouraged to be involved in their children's learning and staff provide them with ideas to continue their child's learning at home. These include reading books and helping their child to put on their own coat. Parents express appreciation of the staff's work, finding everyone approachable and friendly. They receive a pack of useful information about the nursery before their children start. The staff team work closely with parents, not only helping them settle their children but also assisting in such things as potty training, so everyone takes a consistent approach. Partnership with other agencies, such as the local schools, supports the care of older children. Transition plans are in place to support children's movement throughout the nursery rooms and for transitions to school. The management and staff are aware of the importance of partnership working with external agencies to secure appropriate interventions for any additional needs. As yet they have not had reason to

establish these partnerships.

Thorough self-evaluation takes into account the views of staff, children and their parents. Careful monitoring takes place because the manager regularly consults with staff, parents and children ensuring their views are taken into account. The drive for improvement is demonstrated by a clear action plan that supports children's achievements over time. Strengths and weaknesses are effectively identified. Planned actions to overcome weaknesses have been targeted with the outcomes they would like to achieve. There are strong links between identified priorities and plans for improvement for example, the development for staff to build on their knowledge of the Early Years Foundation Stage progress check at age two.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY435589
<b>Local authority</b>	Havering
<b>Inspection number</b>	793230
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	47
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Bright Futures Nursery Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07432 641 271

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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