

Bright Start Day Nursery

Selby College, Abbots Road, SELBY, North Yorkshire, YO8 8AT

Inspection date	30/10/2012
Previous inspection date	05/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 settle very quickly in the setting and develop strong relationship bonds with staff. All children make good progress in their learning and development in relation to their starting points.
- Children have good opportunities to select from a wide range of resources and activities. This enables them to develop and enhance their independence skills.
- The staff team are skilled at asking children thought provoking questions which enables them to extend their knowledge and skills in communication.
- Children's behaviour is good because staff make their expectations of children clear. This enables them to learn to care appropriately for their environment and their resources within it, as well as developing the ability to take turns and share.
- The setting has very good partnerships with parents and other settings that children attend, ensuring continuity of care and learning.

It is not yet outstanding because

- Children cannot independently access the technological resources as staff do not always make them freely available or encourage their use.

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

- Inspector looked at staff ratios and the registers.
- Inspector looked at resources to check if they were age appropriate.
- Inspector observed children playing and held a joint observation with the manager.
- Inspector talked with the manager and looked at some documentation and children's profiles.
- Inspector spoke with parents.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Bright Start Day Nursery is part of the chain of nurseries run by For Under Fives Limited and was registered in 2006. It operates from a purpose built self-contained unit in the Selby College grounds on the outskirts of the Selby area of North Yorkshire. The group serves the local community and is accessible to all children. There is a fully enclosed area at the back of the building available for outdoor play. The provision is open Monday to Friday from 7.30am to 6pm all year round, except for Bank Holidays. Children are able to

attend for a variety of sessions.

There are currently 104 children attending who are within the early years age range. The provision is registered on the Early Years Register.

The group provides funded early education for two-, three- and four-year-old children. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The group presently employs 14 members of childcare staff, all hold appropriate early years qualifications at level 3 or above. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- draw young children's attention to pieces of technological apparatus they see, or that they use with adult supervision, in order to improve their understanding of information technology.

Inspection judgements

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

Children play, learn and develop in an environment that has a wide range of age appropriate toys and activities available for them. They have good opportunities to participate in individually planned activities, which the staff team plan thoughtfully. All planning is based on the children's interests and abilities and provides challenge to progress their development. A rigorous system of observation and assessment means that staff can plan specifically for the needs of each individual child. All areas of learning are covered well during the week and children participate in a good range of activities which excite their interest and challenge their ability. Staff assess children's base line starting points through information obtained from parents and through well-established settling in sessions. The whole staff team contribute to planning, with each staff member providing information for their key children's next steps and they evaluate activities at the end of each session. The manager demonstrates a good knowledge of the requirements for the two-year-old development check. Information and resources are in place to ensure that this includes all of the required information for parents and others. All of these elements enable them to accurately assess two-year-old children's development and provide relevant information to aid their progress.

Children become familiar with the routines of their nursery; for instance, they remove their coats and boots and place them on their individual coat pegs in the entrance way. This enhances their sense of belonging and independence. Children thoroughly enjoy developing their writing skills as they sit with a member of staff, and hold pencils confidently and write letters included in their own names. They recognise 'H' and 'T' and use stencils to draw the different letters and numbers of how old they are. Children develop a good understanding of mathematical concepts and language because staff expertly extend child-initiated activities. For example, as children pour the water down the guttering outside, staff ask thought provoking questions regarding measuring how full the water jugs are. Children's communication and language skills are good. They initiate and hold conversations with each other and show great confidence as they engage staff members in discussions. Older children sit at the meal table talking about how they like noodles and ask what is for pudding. Babies are developing their social skills well as they sit on the floor playing and colouring with their friends and at lunch time they all sit together, making it a very sociable experience for them. Staff ensure that children's literacy and reading skills develop well. All children have easy access to a wide selection of age appropriate books. Older children sit and listen intently to a story about looking for bears and join in and copy the actions that the member of staff describes.

Children's understanding of information and communication technology is sometimes inhibited as they do not get opportunities to access computers and programmable toys on a regular basis which limits their understanding in this area.

The setting ensures that children who have English as an additional language are well supported. They have words around the setting in dual languages and books and other resources to support this. Staff encourage parents to come into the setting to talk to the children about their country and they get lots of opportunities to celebrate a broad range of festivals. This develops children's knowledge of the wider world and the community around them.

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

The nursery manages their key person system in conjunction with information gathered from parents, prior to children starting and during settling in periods. This is an effective method as it means children develop strong bonds with the person who they are naturally drawn to. Any change of key person is managed with empathy and children are gently introduced through more settling in periods within the nursery. This thoroughly enhances their sense of belonging and security.

Children's behaviour is good and they demonstrate appropriate manners as they say 'Please' and 'Thank You' with occasional reminders from the staff. Young children play alongside each other, they watch as they each play and develop good friendship bonds. Children learn to share and take turns. For example, they pass their friends the food at lunch time and help each other.

Staff promote children's good health very well. They encourage lots of fresh air for

children, with free access throughout the day to the outdoor area, where they play with a very good selection of resources. They learn to balance, jump up and down on the small trampoline and ride on a variety of bicycles; this ensures children benefit from a good level of physical development. They learn about healthy lifestyles through being provided with a broad range of nutritious snacks of fruit, toast and cheese. Main meals of noodles, fresh meat, fish and variety of vegetables, some of which are grown in the nursery's garden, are also provided. Drinks of water are available for all children throughout the day. Older children have their own water bottles, whilst younger children have drinks to hand with effective supervision from staff. Children of all ages have a very good understanding of the importance of self-care, as they independently wash their hands before having meals and after going to the toilet. A child friendly poster of instructions of how to wash hands is clearly displayed throughout the setting; ensuring children learn about good hygiene procedures. Babies receive lots of cuddles and can rest and sleep in their own cots and pushchairs, as and when they need, and effective nappy changing procedures are implemented.

Children's safety is a high priority. For example, the nursery undertakes detailed written risk assessments, so children can take supervised risks in safe surroundings. The environment and resources are well laid out to aid children's independence. A wide range of toys are stored in units at children's level, which they safely access. The manager ensures that regular fire drills are practised to ensure that children are aware of evacuation procedures. Older children are taught about road safety, through themes on the emergency services, and younger children are given plenty of space to play in. When going out into the environment they also wear appropriate safety restraints. This ensures children learn about safety and play in a safe and fun environment. Children are protected within the nursery, through the installation of cameras showing staff who is at the main door, they insist all identification is shown and that visitors record their attendance.

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

Safeguarding of children is given a high priority. Staff have a thorough understanding of their duty to protect children. There is a comprehensive safeguarding policy and procedure in place, which staff are fully aware of. Robust recruitment, vetting and induction procedures are in place which ensures adults working with the children are suitable to do so. This ensures that children are cared for by staff who show the required skills and commitment, enabling children to feel secure. Staff have good opportunities for supervision and appraisals with the manager, along with regular staff meetings, and at these training needs are identified to ensure that all staff update their knowledge and professional status.

The manager and staff team demonstrate a good capacity to maintain continuous improvement. They are currently completing an updated self-evaluation to ensure they are working in line with the new Statutory Framework for the Early Years Foundation Stage and also identifying their strengths and weaknesses. They take on board any comments from parents and also listen to children's thoughts and ideas to ensure continuity within the nursery. The staffing team have a common sense of purpose and work effectively

together to continually improve opportunities for children to achieve and maximise their individual potential.

Parents play a very important role within the setting; the staff ensure strong links are built throughout the child's stay, offering settling in times, daily diaries and verbal feedback. Parents are keen to contribute in the children's profiles, and also inform the key person about what their child has achieved at home. They receive regular newsletters and are asked to complete questionnaires. Parents are very keen to express how pleased they are with how the nursery is run and how settled and well their children develop.

The nursery has effective systems in place to develop communication links with others provisions. Children are fully supported for their transitions to primary schools, as they visit the local school and teachers attend the nursery to meet the children. This enables the key person to discuss children's individual learning and development which ensures continuity of care and learning.

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

Unique reference number	EY346144
Local authority	North Yorkshire
Inspection number	885816
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	53
Number of children on roll	104
Name of provider	For Under Fives Limited
Date of previous inspection	05/12/2011
Telephone number	01757 706340

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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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