

# Bright Eyes Day Care Nursery Limited

584 Kingstanding Road, Kingstanding, Birmingham, B44 9SH

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 10/12/2012 |
| Previous inspection date | 19/08/2009 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| 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

- Staff provide a wide range of activities and accurately assess children's learning. As a result, they make consistent progress in their development.
- The effective key person system supports children in settling quickly and they form strong relationships. Children feel secure in the provision and are well behaved as they learn to share and respect others.
- The manager reviews all aspects of the provision and there is a clear improvement plan with priorities to make changes for the benefit of the children.
- Children's safety is well promoted and the successful partnership with parents and other professionals contributes positively to children's individual needs and well-being.

### It is not yet outstanding because

- Some activities do not include sufficient challenge to extend children's learning and development.
- Although aspects of children's self-care are well promoted their independence is not always encouraged through routine activities.

## 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 two rooms.
- The inspector looked at children's records and other documentation.
- The inspector held meetings with the manager and discussed the self-evaluation process.
- The inspector spoke with parents to discuss their views of the provision.

## Inspector

Adelaide Griffith

## Full Report

### Information about the setting

Bright Eyes Day Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted shop premises in the Kingstanding area of Birmingham. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outside play.

The nursery employs eight members of childcare staff, all of whom hold appropriate early

years qualifications at level 3. The nursery opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 26 children on roll who are in the early years age group. The nursery provides funded early education for three-and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- provide different learning opportunities for individual children or groups who may need extra support or more challenge to ensure they reach their full potential
- support the development of independence skills more effectively, particularly for children who are highly dependent upon adult support for personal care.

### **Inspection judgements**

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

Staff implement a wide range of activities to promote children's development. They are secure in their knowledge of children's preferences for resources and use these to plan for their learning. They implement group activities with clear focus on children's individual needs and these are competently met over a period of time for all children. Practitioners identify what children can learn from an activity, for example, a visit to the hairdresser's. They set out a selection of brushes, combs and tongs and consistently talk to the children about the equipment. Staff listen attentively as children explain their actions during play, and as a result, they develop confidence in speaking and actively take control of their play.

Practitioners consistently follow children's lead as their play evolves and they promptly provide additional resources, such as nappies and a baby bath, in response to their requests. However, they do not ask sufficient open questions to promote critical thinking consistently and more able children are not always challenged to maximum effect. For instance, as children talk about bodily functions and request a bath to wash their baby because it is dirty, practitioners do not use this opportunity to extend their understanding of self-care. Consequently, on such occasions children's learning is promoted at a level that does not stimulate interest beyond their immediate play. Nevertheless, practitioners consistently observe children and accurately assess their development by planning activities to move them on to the next stage in learning, and this helps them to make consistent progress.

Babies are fully encouraged to explore a selection of toys as practitioners talk about stacking blocks and demonstrate how to do so. Children copy actions and receive enthusiastic praise for their achievement, thereby raising their self-esteem. They wander around the room, at times babbling in conversation with adults, and make meaningful noises as if attempting to reply when spoken to. Children's communication skills are developing well as they make eye contact and often smile with adults. At other times they remain engrossed in play, for example, they stand at the sand tray with peers and follow the adult's actions as they fill and empty containers. As a result, children learn to participate in group activities at a young age and to develop an understanding of how to behave in a group situation.

Staff provide a good selection of materials for mark-making activities. Children have opportunities to use chunky markers to practise on wipe-clean boards. They scribble with chalk on black boards and draw in the sand with guidance and effective support from practitioners. Consequently, children develop pre-writing skills by using a range of resources that help them to use one-handed tools with good control. They freely access interesting resources indoors and outside in a welcoming, cheerful environment. Many examples of children's work are displayed and they develop a sense of belonging within the provision where they receive good support to progress in their development.

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

The effective key person system helps children to settle quickly in the provision where they feel at ease and form strong attachments. Practitioners are sensitive to children's emotional needs. They often sit children on their laps and cuddle them until they are ready to run off and play. Therefore, children feel secure and go to practitioners when they need additional support. During some activities staff ask children to share resources and they willingly take turns passing items to others, clearly demonstrating they are developing a caring attitude towards their peers.

Staff are good role models who talk quietly to the children and as they praise them frequently, children are well behaved. They are learning to thank staff politely when they are served with a freshly cooked meal at dinner time. Children explain clearly that they wear coats for outside play because it is cold. Their independence skills are developing well as they attend to their personal hygiene relative to their age and they are given opportunities to choose cake or custard at dinner time. However, this practice is not sustained by encouragement to select their own cutlery or to pour their drinks. Consequently, they do not develop self-help skills through a wide range of activities and within different contexts.

Staff often take children on outings to the pet shop where they enjoy contact with animals. The staff use these occasions to raise children's awareness of road safety as they wear fluorescent vests. Therefore, children learn to take risks and to keep themselves safe as they gain an understanding of crossing the road under close supervision. Children's transition within the provision is managed skilfully as they have induction periods for moving into new groups. This is a gradual process that helps children to feel comfortable

as they are introduced to the older age group and they settle effortlessly when the move is completed.

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

The manager has a good understanding of the requirements of the Early Years Foundation Stage and supports staff consistently in developing their knowledge. Consequently, children's development is effectively promoted at all times. She reviews the activities, planning and assessment to ensure staff are secure in their understanding to enhance children's learning as appropriate. The manager is conscientious and has implemented supervision with all staff to clarify their role within the provision. She has worked with them to prioritise training in order to improve practice and to increase confidence. This process is used successfully to empower staff, and following attendance on courses they have reorganised the physical environment. As a result, they have created more child-friendly spaces and children are calmer and more focused during activities.

The designated person for child protection has a well-developed understanding of the procedures to be followed if there are concerns about possible abuse. She ensures all staff have a clear understanding of their responsibilities to keep children safe at all times. They adhere rigorously to policies and procedures, for example, in relation to mobile phones, which they are not allowed to use within the setting. Consequently, children's well-being is promoted as they are fully protected. The manager has critically reviewed the provision and has a clear improvement plan to make changes, such as providing meals that are more nutritionally appropriate for children. This means that children's understanding of healthy choices can be more effectively promoted as they learn about healthy options.

The successful partnership with parents is underpinned by trust and mutual respect. Parents express a high level of appreciation for the effort made by the staff to support their children. They comment positively on the caring attitude and children's progress in speaking and concentration. They value the opportunities for children to mix with peers and to develop good social skills. Copies of policies are accessible and a regular newsletter provides information about changes and interesting events in the provision. Parents have opportunities to discuss their child's progress at parents' evening and they receive information about activities that can be continued at home to promote children's learning. The staff work equally well with other partners, such as health professionals and the local authority personnel. They proactively seek guidance in order to ensure children receive additional support to help them make progress appropriately. They ensure that all children who leave the provision are provided with a summarising report of their progress. This ensures information important for the smooth transition to another setting is shared effectively.

### **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

EY242761

|                                    |                                  |
|------------------------------------|----------------------------------|
| <b>Local authority</b>             | Birmingham                       |
| <b>Inspection number</b>           | 894752                           |
| <b>Type of provision</b>           |                                  |
| <b>Registration category</b>       | Childcare - Non-Domestic         |
| <b>Age range of children</b>       | 0 - 17                           |
| <b>Total number of places</b>      | 67                               |
| <b>Number of children on roll</b>  | 26                               |
| <b>Name of provider</b>            | Bright Eyes Day Care Nursery Ltd |
| <b>Date of previous inspection</b> | 19/08/2009                       |
| <b>Telephone number</b>            | 0121 382 3322                    |

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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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