

# Bright Futures Nursery School

AG6, Alder Grange Technology Community School, Calder Road, Rawtenstall, Lancashire, BB4 8HW

<b>Inspection date</b>	01/02/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Practitioners are highly qualified and have a superb knowledge and understanding of the seven areas of learning and how children learn. Consequently, children's learning and development is promoted with outstanding success, and they are undoubtedly acquiring the skills, attitudes and dispositions they need to be ready for school, through high quality teaching.
- Inspirational and meticulous observation, assessment and planning result in children being provided with rich and varied experiences. These are highly matched to their individual needs and stage of development.
- There are excellent settling-in arrangements, including superb partnership working with parents. Consequently, children develop exceptionally secure emotional attachments and high levels of confidence and self-esteem.
- Care practices and planned activities are outstanding in promoting children's self-care, including being aware of how to keep themselves safe, and in helping children learn about healthy lifestyles.
- There is highly successful self-evaluation of the provision. This reflects an exceptional commitment to continual improvement and maintaining the highest levels of standards and achievement for all children.

## 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.

## Inspection activities

- The inspector observed activities and care routines in the two main playrooms and the outdoor learning environment, including the outdoor classroom.
- The inspector held meetings with the manager and the provider.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting and the provider's self-evaluation form, and sampled a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

## Inspector

Rachel Ayo

## Full Report

### Information about the setting

Bright Futures Nursery School was registered in 2012 on the Early Years Register. It is situated in purpose-built premises in the Rawtenstall area of Lancashire, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from two rooms and there are fully enclosed areas available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, all except one hold

appropriate early years qualifications at levels 3 to 6, one of whom also has Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm and children attend for a variety of sessions. There are currently 49 children on roll. The nursery provides funded early education for two-, 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:**

- enhance children's mathematical development further by providing more varied numerals in purposeful contexts in the environment.

### **Inspection judgements**

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

Children display excellent levels of motivation as they move freely in a rich, stimulating and highly engaging, child-orientated environment. Children clearly have a positive approach to learning as they actively explore toys and activities, are curious, and make their own discoveries. For example, babies and toddlers delight in sensory exploration as they use their whole bodies to investigate the marks they make with paint on the large pieces of paper set out on the floor. They observe the sand with intrigue as practitioners let this trickle through their fingers, before tentatively investigating this themselves.

Practitioners inspire children with their enthusiastic approach and high levels of engagement. They ignite children's creativity immensely, by providing exciting resources and extending children's use of imaginative language. For example, they help a group of pre-school children create an aeroplane with chairs, as an extension of the travel agent role play area, and ask open-ended questions that have many possible answers. This encourages children to freely express themselves, build up their vocabulary and use language to connect ideas and explain what is happening. The activity is enhanced with a beach scene, displayed in the background on the large interactive screen. Children excitedly recall their journeys and what they have engaged in, such as splashing in the sea and building sandcastles.

Practitioners are highly skilled at utilising spontaneous events to challenge children's thinking and extend their learning. As the pre-school children observe broken branches on the ground while exploring the wooded area within the grounds, known as their outdoor classroom, they are encouraged to think about why these may have fallen off of the trees.

Practitioners show children how to carefully lift up the different nature items, such as small stones or moss, while encouraging them to hunt for bugs and other creatures, such as worms. They balance their interaction carefully to ensure that children can speculate and test their own ideas through trial and error, while intervening at opportune moments to support or extend children's learning. For example, as children attempt to make a sandcastle with the dry sand, practitioners suggest making the sand wet, which helps children to learn about how to effect change on different types of media and solve problems. Practitioners additionally use a baking activity to explore this concept, alongside effectively extending children's mathematical development by weighing ingredients, talking about quantity and predicting which ingredients are needed. However, there is scope to improve the use of numbers in the environment to enhance children's mathematical development.

There are exceptional arrangements for finding out about each child's background and individual needs, and for undertaking an accurate assessment of their prior skills, knowledge and understanding on entry. For example, comprehensive information is requested from parents through 'my unique child' booklets. These detail, for example, children's development, aptitudes, play and learning, favourite things and important people, events and celebrations. This helps inform a development summary within the four themes of the Early Years Foundation Stage and an assessment against each area of learning. Consequently, children make optimum progress. Planning unquestionably reflects the uniqueness of each child and activities undoubtedly ignite children's curiosity, imagination and a positive disposition for learning. Each key person uses highly effective skills to watch and interpret their key children's development and play. This very comprehensive information is then evaluated within planning meetings, and used with great precision to identify children's progress, target their next steps and plan highly challenging activities. This includes identifying and incorporating children's interests, such as planning a visit to the train station. Alongside this, practitioners undertake monthly summaries to monitor and evaluate children's development further.

Detailed and meaningful records of learning demonstrate that children are working exceptionally well within the typical range of development expected for their age and are making significant gains in their learning, given their starting points. There are outstanding arrangements for updating parents about and involving them in their children's learning, through parents evenings, home link forms and invitations to stay and play sessions. Parents also share photographs, children take turns to take home 'Charlie Bear' and they bring things in from home to share with the group, such as a new pet.

Practitioners model language exceptionally well and extend young children's use of new words within activities and the daily routine. For example, as toddlers confidently negotiate the small foam steps and slide outdoors, demonstrating competent physical skills, practitioners introduce positional vocabulary. Weekly baby signing classes, delivered through an external provider, entail signing to songs, which further supports very young children's communication skills. Pictorial sheets displayed in the baby room are additionally sent home with parents, in order for them to support this aspect of their child's development. As practitioners positively interact with babies as they help feed them their pudding, they sing a song about jelly and introduce words, such as 'wobbly'. Toddlers attempt to copy adults by stringing words together to form early sentences. Children

observe many different types of print in the environment and their interest in print is developed further through enthusiastic storytelling. For example, toddlers clearly enjoy sharing lift-the-flap and sensory books, and practitioners engage their interest further by asking questions and using props, such as a small world lion, to emphasise the animal noises.

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

Children develop exceptionally strong bonds with their key person, although they additionally build positive relationships with other practitioners, who show them just as much care, love and attention during settling-in visits. Practitioners have an outstanding knowledge of children's individual needs because there is a superb exchange of information before settling visits commence. Staff effectively incorporate children's well-being in their planning to support what can be a difficult time for both young children and their parents during the transition from home to nursery. For example, they ask parents to contribute photographs to create family books and a family tree display in the baby room. Home routines are implemented with great care and sensitivity through consistent care practices, which enables young children, in particular, to foster an extremely strong sense of security.

Babies and toddlers are highly sociable as they smile and seek to gain attention in a variety of ways, drawing adults into social interaction. Practitioners show patience and a loving nature as they attempt to comfort new babies who are upset. They cuddle them and attempt to distract them using their knowledge of their individual needs and favourite things. There are excellent arrangements for ensuring that children who use English as an additional language are effectively supported during this time. Words from their home language are obtained, dual-language signs are displayed, and resources reflecting their cultural background, such as play food and photograph books created by practitioners, are provided in the role play area. The superb transition arrangements continue throughout children's time at the nursery as they move from one room to another.

The environment undoubtedly develops children's growing independence and cooperation. For example, free-flow to outdoors, child-sized furniture and low-level toys and activities enable even the very youngest children to make choices about what they would like to do and where they would like to play. Toddlers help to pour their own cereals at breakfast time, find their photograph place mat at lunch time, and confidently feed themselves, demonstrating great hand-and-eye coordination. Children in the toddler and pre-school room serve their own lunch, skilfully use cutlery and spread the butter on their crackers at snack time. All age groups are encouraged to self-register on arrival, with the use of name labels for the older children and photographs for the babies and toddlers.

Practitioners are highly effective in helping all age groups learn about a healthy lifestyle from a very early age. For example, they encourage even the very youngest children to wash their hands in the bathroom before they eat, and manage their own hydration through ready access to their beaker of water, identified with their own photograph. As the pre-school children wash their hands before baking, they demonstrate their knowledge of healthy practices as they talk about germs. Children learn about the effects of exercise

on their bodies as they engage in regular 'wake and shake' music and movement sessions. They have constant access to fresh air and exercise through the free-flow routine, and they take part in many exciting outdoor play opportunities and planned activities in the woodland area. Alongside the superb provision of freshly prepared and nutritious meals, children learn to make excellent choices about what they eat. For example, they make fruit salads and kebabs, and help to prepare their healthy tea each day, such as vegetable soup.

Alongside superb relationships being fostered to help children feel safe, practitioners plan exciting activities that help children learn to keep themselves safe. For example, they learn about fire safety through visits from the fire service and building fires in the wood. As they visit areas within the local community they learn to use pedestrian crossings safely, and visits to the train station provide further opportunities to learn about dangers and keeping themselves safe. During a walk down to the outdoor classroom, the pre-school children negotiate the small zebra crossing outside the nursery, demonstrating their knowledge as they talk about road safety. Children develop a strong sense of responsibility and their behaviour is excellent because practitioners undoubtedly model effective social skills, such as respect and politeness, and show children that positive behaviour is valued. They provide many opportunities for children to engage in group activities, such as baking, where they learn to share, take turns, and listen to and value what each other has to say. The environment undoubtedly reflects the wider world, for example, through posters, photographs and resources, which helps children to understand their own unique qualities and characteristics, and appreciate those of others.

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

Leadership is inspirational. The provider and nursery manager have a wealth of experience of leading or overseeing high quality care and educational provision. This undoubtedly contributes to the superb standards in practice, outstanding aspirations and the pursuit of excellence in all aspects. This ethos cascades from the top tier of management to the early years practitioners who work directly with the children. The provider and manager have an excellent understanding of their responsibility to ensure that the provision meets the safeguarding and welfare requirements and learning and development requirements of the Early Years Foundation Stage. This is reflected in comprehensive documentation that includes a tracking system for regularly analysing and monitoring each area of learning, and the progress of individuals and different groups of children. As a consequence, gaps in the curriculum are addressed and any individual or group falling behind their peers or below their expected achievements can be promptly identified, in order to initiate early intervention. Consequently, all children are exceptionally well supported in making progress, which ensures that inclusion is superbly fostered. This extends to highly effective partnership working with other professionals where children have special educational needs and/or disabilities. For example, the nursery links closely with therapy units through dialogue books, visits and meetings. They implement individual care or education plans to an extremely high standard, with additional support and close links with the area special educational needs coordinator.

Arrangements for safeguarding children are exemplary. Rigorous recruitment and vetting ensures that children are protected and cared for by adults who are qualified to a high standard. Comprehensive induction of new practitioners includes a mentoring system and mandatory training, such as first aid and child protection. This means that the meticulous policies and procedures, including what to do where concerns relating to possible signs or symptoms of abuse or neglect are suspected, are well understood and implemented in practice to a high standard to promote children's well-being, learning and development. The outstanding organisation of the environment, including the effective deployment of staff, undoubtedly enables children to receive an enjoyable and stimulating early years experience that secures their future learning. Excellent security of the nursery, indoors and outdoors, includes the use of closed circuit television, and meticulous risk assessments are undertaken to promote children's welfare. The effective use of signs reinforces safe practices and the vigilance of practitioners.

Systems for self-evaluation are highly effective. There are regular management meetings, and regular staff meetings also take place. Inclusion and environment audits are completed and actions, such as providing living things, are positively addressed to achieve the best possible outcomes. Close links are held with the local authority advisory teacher and suggestions for improvement, such as developing the outdoor area to include further natural resources, are positively welcomed and addressed. The nursery is currently in the process of commencing their local authority quality improvement programme. This further evidences the exceptionally strong commitment to the continuous improvement of children's well-being and learning. Priorities for the future are reflected in well-documented plans and challenging targets for the continual development of the service are in place. High-quality professional supervision is provided, based on consistent and sharply focused evaluations of the impact of adults' practice.

Practitioners are motivated to constantly improve their already first-class understanding and practice, through an effectively targeted programme of professional development which includes external and in-house training. It is purposefully targeted on what will bring about the most effective change and is continually evaluated to improve practice. The views of practitioners and children are unquestionably valued and highly considered in the nursery's self-evaluation. Practitioners approach management with many new ideas, such as proposed changes to continually enhance their rooms, with a wish list of resources that are required. Children are encouraged to add comments to their records of learning and can share ideas and talk about their likes and what they enjoy playing with during the key person group time.

Partnership working with parents is outstanding. Consequently, children's individual needs are undoubtedly met through trusting and respectful relationships being fostered, with what practitioners recognise as the most important and influential people in children's lives. Parents are superbly informed about the nursery before and during their child's placement through comprehensive information sources. For example, they receive an extremely informative parent information brochure and information booklet, and regular newsletters are provided alongside daily care routine forms. In addition, wide arrays of displays adorn the walls, including photographs and qualification details of the staff team. Parents can provide suggestions anonymously through the comments box and the 'family voices' display reflects exceptionally complimentary comments made by parents at the

recent parents evening. Conversations with parents during the inspection mirror these highly positive comments. The nursery is also in the process of setting up a 'family voices' parent group to involve them in sharing decisions on an ongoing basis.

### 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>	EY448711
--------------------------------	----------



<b>Local authority</b>	Lancashire
<b>Inspection number</b>	880914
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Bright Futures Nursery School Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01706 223171

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

