

Bright Eyes Day Nursery - Cheltenham

Knapp Villa, 6 Knapp Road,, Cheltenham,, Gloucestershire, GL50 3QQ

Inspection date	28/03/2013
Previous inspection date	19/10/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
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

- The inspirational managers lead by example and strive to provide and maintain an excellent service for families in the local community.
- A highly effective key person system supports children to make secure emotional attachments and promotes their well-being and independence.
- Staff have made excellent partnerships with parents and other agencies, which helps all parents engage in their children's learning in the nursery and at home.
- The well qualified, dedicated staff team have an expert knowledge of how children learn. They plan varied, exciting experiences based on children's own interests, to support all children reach their full potential.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the children's play, inside and outside, and carried out an observation on three children.
- The inspector held a meeting with the two managers and conducted a joint observation with one manager at lunchtime.
- The inspector looked at a sample of documents, including self-evaluation evidence, staff records, the record of complaints, and children's assessment records.
- The inspector interviewed parents and talked to staff and children.

Inspector

Sue Harris

Full Report

Information about the setting

Bright Eyes Day Nursery is a privately-run setting situated on the outskirts of Cheltenham in Gloucestershire and is accessible by foot from the town centre. It registered in 2000 and operates from three playrooms in a converted, detached house in a residential area. The children share access to an enclosed, outdoor area with decking and bark surfaces, and regularly visit the local park. The nursery is open each weekday from 8am to 6pm all year round apart from public holidays. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 45 children aged from three months to under five years on roll. The nursery supports children with special educational needs and/or disabilities and a number of children learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eleven members of staff; nine of whom hold appropriate early years qualifications, one with Early Year's Professional Status and one qualified teacher. Two members of staff are currently working towards a level 3 qualification. The owner has an early years degree and is working towards a master's degree.

What the setting needs to do to improve further

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

- strengthen the use of technology outside, for example, by providing torches, radios or remote control vehicles to fully enhance children's understanding of the world.

Inspection judgements

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

Well qualified and dedicated staff plan an exciting, playful environment for children's learning. They all have an exceptional knowledge of how the children learn. Assessments made of the children's learning include their starting points and have comments from parents about their child's learning at home. This results in staff following the children's individual interests to plan interesting and inspiring activities, both inside and outside.

The babies are making very good progress supported by high staff ratios and quality interactions. The key person assesses the babies' starting points and follows their routines established at home. Staff play enthusiastically alongside the babies, singing new and

familiar rhymes and talking with them. They have recently introduced 'baby signing', supporting early non-verbal communication. All these strategies are highly effective in helping the babies settle in and planning to meet their individual care and learning needs.

The two-year-old children explore their environments with growing independence, selecting and playing with familiar toys. Staff skilfully assess what they can do and challenge further with new resources and ideas, for example, making mathematical shapes with masking tape on the floor. The required progress check for children aged two years is completed with parents and they are invited to add to the assessment made of their children's learning and development. These assessments clearly celebrate what the child can do and identify next steps in their learning. Parents are encouraged to take home resources, books and ideas to further support the home learning environment. Staff have attended Every Child a Talker training and use these strategies to support any child who is not making the expected progress in communication and language development.

The older pre-school children are extremely well supported to follow their chosen interests. This results in highly motivated and resilient children who are willing to have a go and try new experiences. Children select their own resources to enhance their play activities and are developing a good sense of taking turns and sharing in small groups. Sensitive and timely interventions by staff challenge the children to talk about their learning. For example, asking the children to describe the insect hidden in the sand. Accurate assessments of children's learning target any gaps in learning and activities are planned to learn new skills. As a result, all children, including those whose home language is not English, are well prepared when they eventually move on to school.

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

Staff are exceptionally caring and sensitive in forming secure attachments with the children in their care, and getting to know each family well. Children settle into routines very quickly and are confident in their free-choice play because they have established very secure emotional attachments with their key person. Parents particularly value the happy, safe, home like environment that has been created by all staff. Parents are encouraged to contribute to children's learning by sharing information with the staff about their child's learning at home. Effective, trusting relationships between parents and staff creates a caring learning environment in which children thrive.

The highly skilled staff team demonstrate a passion for working with young children and through continual praise and encouragement support good behaviour. The children are extremely well behaved and gain a sense of responsibility and understand the expectations staff have of them. Regular outings, including a trip to watch the trains at the railway station, effectively supports children's growing independence and management of risks. They are becoming aware of road safety and what is expected of them as they discover the community they live in.

A high emphasis by staff on children's physical development, playing outdoors in all weather and trips to the local park, encourages a healthy lifestyle. Children are learning about healthy eating with the well-balanced menu provided and choices of different fruits and vegetables. Older children help to prepare the snacks and have choices of cutlery and portion sizes, ably supporting their growing independence skills.

The high quality variety of resources to promote all areas of learning, both inside and outside, are stored in easily accessible units for children to choose for their play. In the baby room, the youngest children delight in a new resource; the shiny survival blanket. They crawl under and over it, feeling the texture of the material. Children explore a range of interesting tactile materials and enjoy singing and dancing and imaginative play. Low-level display boards are used very effectively for children to talk about their learning and celebrate their achievements. The staff actively listen to children's ideas, such as the 'find the insect game' and ask relevant and probing questions to understand what the children are thinking.

Staff prepare children very well for transitions around the nursery in the day, and moving from room to room. They take time to talk about the children's feelings and give them the skills to cope with change. The older babies spend time in the two-year-old children's room and enjoy playing in the inspiring role play area and dressing up. This effectively gives them confidence to play with the older children and in a new environment. The older pre-school children have visits from the Reception teacher and attend assemblies at school. New initiatives, such as changing into shorts and t-shirts for dance and movement play encourages independence in getting dressed and undressed. As a result, the children are exceptionally well prepared and confidently move to their new schools.

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

The manager has an excellent understanding of the responsibilities in meeting all the legal requirements of the Early Years Foundation Stage. She effectively supports high quality staff, leading by example and encouraging the staff to reflect on their practice. This results in highly motivated staff who support all children to achieve their full potential and make excellent progress in their learning.

A robust induction process, including safeguarding procedures for staff and students, effectively supports their knowledge of the policies and how to implement them. A policy of the week is displayed for parents and staff to read and add comments. This effectively supports everyone to be aware of nursery procedures and update them if required.

The manager has a highly effective safe recruitment process and all appropriate checks and references are completed. Regular one-to-one meetings and annual appraisals are carried out to effectively support staff and agree relevant training needs. Staff are encouraged to disseminate to the other staff what they learn on training days, for

example, the 'Every Child a Talker' training gave staff new ideas to promote early communication and language development.

The manager has successfully met the recommendations from the last inspection. The outside area now provides a stimulating and well-resourced space for free-flow play. Creative experiences are now exceptional, with vibrant, eye catching displays of children's own creative work in a range of media and materials. Risk assessments are documented and staff carry out daily safety checks to fully promote children's safety. Children are also involved in making their own assessment of any risk. Resources are stored in well-labelled, accessible storage units and a system for cleaning and replacing old, worn out resources and equipment is in place.

The enthusiastic and dedicated management team are continually striving to achieve excellence. They value the excellent support given by the local authority who support the manager and staff with quality audits, updated safeguarding information and training. The designated lead for safeguarding children has completed specialist training and has good links with the Local Safeguarding Children Board. Staff are vigilant in their care of the children and understand their responsibilities to promote children's welfare. Regular questionnaires are sent to parents to evaluate the work of the nursery. A recent survey of healthy eating resulted in new menus provided by parents. All of these have had a positive impact on the quality of provision in the nursery.

The partnership with parents and other agencies is exemplary. Innovative ideas, such as the Saturday 'stay and play' morning has been highly effective, enabling staff to talk about the work of the nursery at a social occasion. The manager and special educational needs coordinator have built superb relationships with external agencies. They have developed meticulous recording systems to support any child that may have a particular need. Parents comment on the exceptional manager and staff, who successfully build trusting and professional relationships with all families. As a result, staff engage and motivate all children extremely well, including those with a particular need or those for whom English is not their home language. Therefore, all children make exceptionally good progress.

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 action. 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	101879
Local authority	Gloucestershire
Inspection number	816830
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	34
Number of children on roll	45
Name of provider	Shirley Flook
Date of previous inspection	19/10/2009
Telephone number	01242 702772

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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, which are usually the childminder's 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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