

Bright Beginnings Nursery Limited

41 Snowberry Crescent, Denvilles, Havant, Hants, PO9 2FE

Inspection date	12/03/2013
Previous inspection date	05/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Parents receive a range of information about the nursery and the care and learning children receive.
- Children become increasingly independent as they move through the nursery and gain the skills they need in readiness for school.
- The pre-school and toddler areas are resourced well to support children's learning and development. The large garden is used by all ages and offers plenty of space for physical activities.
- The strong management team has clear plans for the future development of the nursery.

It is not yet good because

- children's stage of development when they first attend, and as they move through the nursery is not clearly identified to enable gaps in their learning to be recognised
- the baby area is not organised effectively to provide space to develop babies' physical skills
- the key person system is not always organised consistently to build strong bonds with children and links with parents
- staff do not always take advantage of children's interests to extend their learning.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke to management, staff and children at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector sampled children's learning journals, planning documentation and a selection of policies and children's records.
- The inspector spoke to parents and read some of the questionnaires they have completed.
- The inspector examined feedback from the local authority and self-evaluation documents.

Inspector

Marilyn Joy

Full Report

Information about the setting

Bright Beginnings Nursery Limited registered in 2009. It is privately owned nursery that operates from ground floor premises in Denvilles; a residential area on the outskirts of Havant in Hampshire. There are two main base rooms for different age groups, with sleep and toileting facilities. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. All children have access to a secure outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 70 children in the early years age group on roll and five older children who attend the after school club. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disability, as well as, children who speak English as an additional language. The nursery receives funding for free early education for children age three and four years. The owner is a qualified teacher and she employs a qualified manager with Early Years Professional Status. In addition, there are nine members of staff with a level 3 qualification and one who is working towards a level 3 early years qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure every child's learning and care is tailored to meet their individual needs by involving parents in contributing to initial assessments of children's starting points on entry and identifying children's stage of development so that challenging experiences are planned and continuous progression achieved
- improve the educational programme for physical development by having well-planned areas indoors that allow babies maximum space to move, roll, stretch and explore in safety; and provide younger toddlers with space for free movement and equipment that stimulates and challenges.

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

- strengthen the key person role so that the key person provides care and support consistently and they are paired with a 'buddy' who can step in when they are not present
- use everyday practical activities and children's interests more effectively to extend their learning, for example by calculating how many plates and cups at snack time.

Inspection judgements

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

Children make steady progress in their learning. They develop positive relationships with staff and one another. Toddlers and pre-school children easily access a range of resources to support their learning in all areas. Pre-school children are busy with their friends and create their own games independent of adults. They share books and develop storylines in the role-play area. However, staff are not always ready to extend their play. For example, several children are in the computer area and begin singing songs and dancing. Staff do not take advantage of children's enthusiasm to introduce a music session or help them create more space for themselves. Staff gather pre-school children together for a story before having their snack. The story is read well and children listen attentively. After they wash their hands children choose where they want to sit for their snack. Staff set out plates and cups. However, there is no discussion about how many are needed to promote their mathematical skills and maintain their interest. Children become fidgety because staff are not sufficiently organised. The manager places jugs of water and milk on the tables. Children competently pour their own drinks. Staff then join them and encourage their conversations.

When working individually or in small groups with children staff are encouraging and supportive. They use Makaton signing with younger children to help them communicate and introduce letters and sounds activities with older children. Staff support children of all ages in developing early writing skills. Babies make marks with a spoon in the sand tray while older children begin to form some letters. When planning activities staff have prompts to help them extend and develop children's vocabulary. Children chatter to each other when writing on the wipe board while others use crayons and paper. Staff join in children's play and introduce simple counting and number games.

At present, the area for babies and younger toddlers has a lot of toys and equipment on the floor. This does not allow much space for them to move around freely and promote their physical development. Staff introduce children to sand but do not always consider where it is positioned so they all have enough room to play. Staff are attentive in supporting children's play and are mindful of making sure non-mobile babies are considered. Mobile children sometimes spend time with the older toddlers providing them with more space to move around and explore a wider range of equipment.

Staff plan activities, sometimes taking into account children's interests when planning. They set out animal figures because children like playing with them, as well as sand, water and 'gloop', a cornflour and water mix. There are role-play areas to encourage make-believe play and paint techniques to explore during art activities. Staff help toddlers to experiment with sponge rollers and paint. They talk about what is happening and what it feels like. Staff observe children as they play and are beginning to identify where children are in their learning. However not all staff are confident in doing this. As a result, future activities planned do not always build on what children already know and can do. This limits the enjoyment and challenge children gain from these activities. Some key persons

work successfully with parents to review children's progress and to plan for their next steps. This has a positive impact on children's learning and development. Staff use the review of children's achievements when they move from babies to toddlers to help them complete the progress check at age two years.

Staff use topics to broaden children's experiences and help them learn about the world around them. Toddlers participate in different craft activities for Chinese New Year. Older children fill a shoebox with their favourite things from home. Staff value what they bring by displaying photographs and talk about what is inside their box. Staff encourage parents to be involved in children's learning and share their skills. Parents read stories in their home language and add to the displays of words in different languages. Staff liaise with parents to support children with special educational needs and/or disabilities. They contact other settings children attend so they can work together to support children's progression. Consequently, children learn to respect and value others.

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

Children are happy and settled in the nursery. They are allocated a key person who helps them to settle and feel secure. However, the system not always take into account whether that member of staff is present to liaise with parents at the beginning or the end of the day, particularly with babies. The key person does not always take the lead role for feeding and caring for babies so they can forge strong bonds, particularly when they are new. There is no buddy system to provide consistency of care in the absence of the key person.

The nursery is divided into three age groups and children move from one to another when they are developmentally ready rather than by age. For example, older children may begin in the toddler room when they first attend because this is quieter and it is easier to manage nappy changing routines. When children are ready to move to the older age group they regularly spend time in the new room to help them get used to different routines, staff and children. Key persons complete a general overview of what children can do and share this with the new key person. However, the new assessment system is not yet effectively implemented to help staff assess children according to their individual abilities rather than the age band of the room.

Overall, children access a wide range of resources indoors and outdoors. The manager liaises with the local authority to help her review the layout of the nursery. This results in improvements, such as making creative materials more accessible for babies. Children experience a healthy lifestyle at nursery. Pre-school children learn how to use soap and wash their hands thoroughly before they have their snack. This helps reduce the risk of cross-infection. They have nutritious and freshly prepared meals each day and different snacks, such as, fruit, vegetables and biscuits. These are usually served on plates or paper napkins. Children are regularly offered drinks and ask for them whenever they are thirsty.

Children become increasingly independent as they move through the nursery. Older children confidently choose toys and equipment for themselves because they are easily

accessible. All ages spend time outdoors. They develop their physical skills because there is plenty of space to run around and use different equipment. Staff supervise children well at this time. Children learn how to take care of resources and use equipment safely because staff help them to do so. Older children explain that they do not play with other toys in the library because this is where they come to look at books. Children use scissors independently and staff help them to use them safely and appropriately. Children develop positive relationships with staff. They learn how to behave because there are clear behavioural expectations. Older children, in particular, play excitedly with their friends as they develop their own games and activities. Staff help children achieve the skills they need in preparation for school.

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

Management have a sound understanding of the Early Years Foundation Stage. They implement clear procedures to safeguard children's welfare so that child protection issues are dealt with appropriately. Staff attend training and know what they need to do if they have concerns about a child in their care. Management use robust procedures when recruiting staff. They introduce clear arrangements for the supervision and professional development of staff through regular meetings, appraisal and training. Staff benefit from enthusiastic support and guidance to develop their skills and practice. Children are safe and secure in the nursery because there are sufficient qualified staff to respond to their individual needs and meet the required ratios. Staff conduct daily risk assessments to help maintain the safety of the premises, activities and outings. All the required documentation is in place. This provides staff with the information they need to meet children's health and welfare needs.

The new manager uses her skills and knowledge as an Early Years Professional to identify areas for improvement and implements ongoing action plans to address them. At the last inspection, it was recommended that information gathered from parents is extended so that children's learning is fully supported as soon as they attend. Management introduced a 'Getting to know you' form to gather information about children's welfare needs and interests. Staff supplement this with discussions with parents during settling in sessions and their own observations. However, they are not using this information effectively to establish children's starting points on entry to help them ensure consistent improvement over time. The new manager introduced a system to help monitor children's development. However, at present children's level of development is not clear. There is no indication what children could do when they joined the nursery or when this new system was introduced. Instead, staff rely on what they know about their key children. However, this is not consistent and does not support children if their key person is away.

Partnership with parents is improved since the last inspection. Parents receive daily feedback from staff and there are meetings every term with their child's key person. Parents are informed about what their child has been doing each day and can discuss it with them when they return home. Parents speak positively about the nursery and the care their children receive. They comment on the progress their children are making and

how settled they are. Most feel well informed and involved in the life of the nursery. They find staff and management approachable. Management seek parents' views through regular questionnaires. They follow up any concerns they may have and take steps to address them. For example, management increased the number of staff available in the pre-school room at the end of the day so that staff can spend time talking to parents and supervising children's play. Staff work in partnership with other settings and professionals. They arrange meetings with other settings children attend to help achieve continuity in promoting children's welfare and learning. The special educational needs coordinator forges links with other professionals so that she can introduce appropriate measures to support individual children as needed.

The Childcare Register

The requirements for the compulsory 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	EY393698
Local authority	Hampshire
Inspection number	907970
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	74
Name of provider	Bright Beginnings Nursery Limited
Date of previous inspection	05/02/2010
Telephone number	02392450758

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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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