

Bright Days

St. Andrews Maghull C of E Primary School, Deyes Lane, LIVERPOOL, L31 6DE

Inspection date	22/04/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 are happy, interested in their activities and eager to try new experiences. They show good levels of independence, curiosity, imagination and positive behaviour.
- Practitioners interact well with children, extending their vocabulary and supporting them to participate in discussions. Consequently, their interest and involvement is increased.
- Practitioner deployment is very effective allowing for continuous free flow between indoors and the excellent outside environment. This means that children access a wide range of activities across all areas of learning.
- The committee and senior managers encourage a good level of professional development for all practitioners and display a clear drive to continually develop.

It is not yet outstanding because

- There are fewer opportunities for children to see words in the indoor environment to further develop their understanding that text has meaning. Also the very good range of books available is not always displayed in a way that captures children's attention.

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.

Inspection activities

- The inspector talked with staff about the setting's procedures and children's learning and development.
- The inspector carried out a joint observation of children with the manager.
- The inspector observed activities in the main playroom and in the outdoor play area.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Linda Shore

Full Report

Information about the setting

Bright Days Nursery was registered in 2012 on the Early Years Register. It is situated in a school in Maghull, on the outskirts of Liverpool and is managed by private company. The nursery serves the local area and is accessible to all children. It operates from purposely adapted premises and there is an enclosed area available for outdoor play.

The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications. The manager holds an early years foundation degree. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 22 children attending, who are within this age group. The nursery provides funded early education for three- and four-year-old children. It supports children, who with special 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:

- extend children's learning in communication and literacy, for example, by creating an environment rich in print, so that children can learn about words, such as, displaying signs, posters and clearly displaying books linked to children's current interests.

Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage and use this very well in practice to meet children's individual needs. When they enter the nursery, key person's collect useful information from parents about what children do at home and their interests. The planning is based on a secure assessment of what children do and enjoy. The prime and specific areas of learning are covered in a full range of activities and experiences. The practitioners record observations on individual children and collate the next steps for their key children. This is then fed into the planning. Each child has a good record of learning, which shows how activities link to the areas of learning and gives a general overview of their stage of development. The manager and deputy oversee the tracking of children's progress, which is analysed and monitored regularly. This means that practitioners can see how their key children are making progress and where they may need to target more help and support.

Children are active and curious learners, who display good characteristics of effective

learning when they are engaged in activities. Practitioners are skilled at extending children's learning through stimulating interactions during play. For example, while collecting and examining worms in the outdoor area, practitioners maintained the focus. 'Where haven't we looked?' Children then went on to create their own worms with play dough. This stimulated relevant conversation between children helps them to learn about the world they live in.

Children use a self-registration board, with image and printed name when they arrive at nursery. They learn to recognise their own name in print. Children enjoy books, including their own 'special' books made with parents, reflecting their own families and favourite things. The quiet corner has many interesting books available. However, they are not always displayed in a way that captures children's attention and imagination to help them to develop a keen interest in books. Nor is there enough text displayed in the area to fully support children as they learn that text has meaning.

Children are offered a wide range of opportunities that promote their physical development. For example, they learn to handle small tools and implements, such as, brushes and spades, safely and effectively. They learn about numbers as they play, counting stones from the tactile path as they drop them into bottles. This all means that children develop the necessary social, physical and communication skills to be ready to move on to school.

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

Children are settled and happy in the nursery because they are supported well by their key person. They demonstrate that secure and trusting relationships are in place through conversation and play. For example, they particularly enjoy the 'cuddle game', leaping off the tyres outside into the waiting arms of practitioners. Children independently access the toys and resources with confidence as they explore the well-organised environment. They direct their own play, which in turn builds their self-esteem and confidence. This means that children are learning the social, physical and independence skills required for their future learning.

Effective risk assessments and vigilant supervision by practitioners enables the children to play and relax in safety and comfort. Children play in the well-resourced, stimulating outdoor area. They help themselves to activities that are made easily accessible to them, such as, the mud kitchen, imaginative role play and physical challenges. Practitioners obtain good information about children's individual needs and requirements from parents and ensure that these are given the highest regard. This means that children play in an environment, which is tailored to their individual interests and abilities to maximise learning.

Practitioners know the children very well and are on-hand to guide and extend their learning. They encourage children to play cooperatively together, gently redirecting them and calmly addressing any minor disputes. Practitioners work very well together and act as good role models for the children. They treat each other with respect and encourage the children to do the same. As a result, children behave very well and a happy and calm

atmosphere is present in the nursery. Children have a good understanding of how to assess risk, keep themselves safe and are mindful of the safety of others. For example, they enjoy sliding down the slide and piling up at the bottom. Practitioners encourage them to enjoy their game while ensuring their safety.

The seamless deployment of practitioners allows children complete freedom to choose to play indoors or outside for fresh air and exercise. This helps children to develop a positive attitude to good health and learn to respond to their own body's needs. Children sit with practitioners to eat their meals, sharing a well-organised social occasion. They enjoy healthy, nutritious snacks provided by practitioners, including fresh fruit and their understanding of the importance of a healthy lifestyle is well supported.

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

The leadership and management of the nursery instigate effective safeguarding procedures for child protection and recruiting suitable practitioners. The named child protection officer has a good knowledge of child protection procedures and fully understands the responsibility to protect the welfare of children. All practitioners have a good understanding of the safeguarding requirements. They know the possible signs that a child is at risk of harm and understand fully what to do if they have any concerns. Policies and procedures are reviewed centrally for the group of nurseries. Practitioners contribute to and are fully aware of the policies and procedures that underpin the good practice. Children's welfare is promoted and maintained using effective risk assessments to ensure that the environment is safe.

The manager, deputy and practitioners demonstrate a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The nursery delivers engaging activities across all areas of the educational programmes, in order for children to progress well towards the early learning goals. Overall, all children are making good progress in relation to their starting points and capabilities. Monitoring procedures for capturing children's learning and development are effective and inform planning for their next steps. The key person system works well, so that each child has a special person, who cares for them while also getting to know all practitioners well. This means that children are confident and ready for school or the next stage in their learning.

The new management has introduced effective practitioner supervision and appraisal to address training and professional development needs. Practitioners are very keen on participating in training to further build on their knowledge and understanding of early years practice. A thorough induction programme ensures that all new practitioners, are clear about their duties and responsibilities. Partnership with parents and carers is good. Parents speak very highly of the nursery and all staff. Practitioners value parents' contributions regarding their children's progress and they involve them effectively in nursery activities. For example, the upcoming trip to the zoo for practitioners, children and parents.

Practitioners foster sound partnerships with other early years settings to provide continuity

of care for children who attend both settings. The partnership with the host school is very new and developing well as they move to support the first cohort of children through the transition to full-time education. Links with other professionals are used to fully support the individual needs of all children, including those with special educational needs and/or disabilities. For example, practitioners take advice from speech and language therapists and local authority development workers to ensure that they have all the skills required.

The manager and practitioners make good use of reflective practice to develop all areas of learning and development through ongoing observation, constant discussion and regular team meetings. A self-evaluation form is completed that takes account of children's feedback and parental input. This demonstrates a good ability to accurately assess what they do well and future areas for development to continually improve the provision for children.

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	EY440928
Local authority	Sefton
Inspection number	891230
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	22
Name of provider	Maryvale Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01515468127

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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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