

# Bright Eyes Day Care Nursery Limited

584 Kingstanding Road, Kingstanding, BIRMINGHAM, B44 9SH

<b>Inspection date</b>	29/04/2013
Previous inspection date	10/12/2012

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

- The nursery is well planned and resourced. Toys and equipment are easy for children to access and move around as they choose, so that they can investigate and explore.
- Children's imaginations run amok and there is no limit to where this takes them. Staff fully support them in building on, and extending their ideas.
- Children's independence is promoted from a very early age and this means they become competent at many tasks, such as serving their food and pouring their drinks.
- Children show high levels of energy and are fascinated in everything around them. As a result, they are motivated to play, persevere with tasks, learn and explore.
- Children thrive in this welcoming nursery because they are valued as individuals. They settle in happily and enjoy all the activities provided for them.

### It is not yet outstanding because

- Resources and visual displays to reflect diversity are not always used as well as possible to support children's very good learning.
- There is scope to develop further opportunities for children to experiment with different sizes, shapes and types of containers during water play to extend their rapidly developing mathematical awareness.

## **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 spoke with the owners, manager and staff.
- The inspector observed activities and meal times.
- The inspector had a tour of the nursery.
- The inspector spoke to children.
- The inspector looked at policies and procedures, children's assessment records and the register.

## **Inspector**

Sally Smith

## Full Report

### Information about the setting

Bright Eyes Day Care Nursery Limited has been registered since 2003. It is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from converted premises in Kingstanding, Birmingham. There is an enclosed area available for outdoor play. The nursery serves the local area.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 23 children on roll, all of whom are in the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery employs five members of childcare staff, four of whom hold appropriate early years qualifications to level 2 and 3.

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

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

- increase the range of resources and displays to reflect cultural diversity and disability so that the inclusive ethos of the nursery is further promoted
- provide further resources in water play, such as, different shapes, sizes and types of containers, so that children can fully experiment with quantities and measure.

## Inspection judgements

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

Good teaching, well-organised indoor and outdoor learning environments, and a varied range of activities help children enjoy their time at nursery and learn well. Children enjoy interesting activities that fire their imaginations in both the inside and outside areas. Staff build on their enthusiasm when developing the learning environments, ensuring that all resources are easily accessible. This means children can move things around to extend their ideas and combine resources in different ways. The indoor environment is attractive, interesting and inviting. Careful planning ensures that each space has a clear purpose and provides children with choice to try new experiences. A rich variety of visits and visitors add to the range of first-hand experiences, such as visiting the pet shop to handle different creatures and learn about their care. Visits to other shops and local attractions helps to develop an understanding of their community and the wider world.

Observations of children's achievements by staff are effective and help to move on

children's learning well. Accurate assessment ensures that planning and support for learning takes good account of each child's particular ability, needs and interests. Staff regularly assess children's progress, using text and a bank of photographs in children's development files, to serve as a record of their experiences while in the nursery. Parent's contributions are encouraged so that they can share what they know about their child. Together with staff, they shape plans for their child's future learning.

Adults are very sensitive to the emotional needs of the children and adapt activities accordingly. Children who have special educational needs and/or disabilities are fully included and participate in all nursery activities. Staff work productively with a range of other professionals to ensure good support for those children to make the same good progress as everyone else. Children who are very able and competent are challenged further, for example, some children are adept at counting to 10, so staff encourage them to count to 15. They introduce additional resources to maintain their interest, such as tape measures, which they use to compare the size of a variety of objects. Children enjoy a variety of games and activities to promote their understanding of quantity and measure. However, there is scope to develop this further during water play, for example, by providing children with different types, shapes and sizes of containers to use.

Staff regularly respond to children's interests and give them the resources to develop these. Questions are used effectively to develop children's understanding and thinking as they play. Staff allow the children plenty of choice and freedom to decide on how an activity will develop, but, at the same time they are watchful and supportive, always there to lend a hand. Adults skilfully balance joining in with children and standing back to see what is happening. They listen carefully to children and follow their ideas so they can develop and adapt them to keep children motivated. For example, one child holds a brochure in their hand and a member of staff enquires what they have got. The replies 'a treasure map'. A seed is sown and the member of staff fuels the child's imagination as they discuss going on a treasure hunt and using the pirate ship in the garden to travel. The child looks concerned 'but it hasn't got a steering wheel', 'well, we could make one when we play outside'. The child leads the member of staff by the hand into the construction area where the child proceeds to line up cardboard boxes. The child says 'I am making a pirate ship'. Other children show interest and join in the game, helping each other, playing collaboratively and developing their social skills. They calculate how many boxes they need so that they each have one to sit in. Soon other children join in and they all sit in a line. They work out that they only have five boxes but they need one more, as there are six children altogether. This helps to develop their counting skills and use of language regarding quantity. They use available resources, such as props to support their role play. For example, long cardboard tubes are used as oars to row and also as telescopes as they look around. They jump out of their boat to look for treasure. One child sees another child sleeping on a mat and says, 'Sssshhhh, there's Captain Hook, don't wake him up', and all children tiptoe past, before running to hide. One child says 'oh no, they are in the hairdresser's and a member of staff replies, 'perhaps they have gone to have their beard cut because it is too long'. Children giggle in response.

Children's imagination shows no limits as staff work alongside them in problem solving activities, constantly probing their thinking. They consider what they are going to do as there are now sharks in the water and decide that they must row faster and faster. Staff

really build on their interests as they encourage children to make marks as they design their own treasure maps. This helps to develop early writing skills as they learn to make controlled lines, marks and some letters on the page. Several children attempt to write their name. Staff print off examples from the computer and children's eyes light up in delight as they see these.

The game evolves as children go into the garden to find the treasure, which other staff have quietly managed to hide while children have been playing their game. They make good progress in their learning about language, such as what 'buried treasure' means, as staff 'set sail' with them in the pirate ship. They use a combination of song and movement as they paddle along singing to the tune of 'row, row, row your boat'. Once ashore, staff use positional language, such as asking children to consider whether the treasure is 'behind' an object, or 'over there'. Children are encouraged to go over, under and round equipment on their adventure. This helps to promote children's physical development, particularly their balance and coordination. When one child very quickly gets close to the treasure, a member of staff skilfully diverts their attention in order to extend the play. Eventually, children find an envelope marked with a cross. Children make connections pointing to the cross on their maps and one child says, 'it's the treasure'. Their eyes widen as they peer inside the envelope and find 'silver and gold'. In one activity, staff manage to skilfully enthuse and motivate children and effectively support their development in the prime and specific areas of learning. Children develop confidence, independence and good social skills to prepare them for their transition to school.

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

All staff enjoy warm, trusting relationships with children and children are greeted at the start of each session with a smile and friendly welcome. Each child has a key person who knows them well and takes responsibility for keeping in touch with parents. This adds to the sense of safety and security. Information is obtained about all aspects of children's care so that they settle quickly into the nursery routine. This ensures that the transition between home and nursery is smooth.

Children talk about different cultures and begin to learn about various cultural celebrations and events. However, there are fewer resources, displays and photographs to reflect diversity, which is at odds with the nursery's inclusive ethos and recognition that everyone is different and unique. Despite this, children are sensitive to the needs of each other and show a caring disposition. Staff regularly use various forms of non-verbal communication, such as a visual time line or single words, to assist children who may require additional support. They are reassured regularly with cuddles and soothing words. This helps to reduce anxiety and enable them to communicate their feelings, so that situations that can potentially cause disruptive behaviour are minimised. Children have a good understanding of what are the right and wrong things to do. They inform staff when one child has hurt another with words or actions. Staff intervene sensitively and offer explanation as to why their behaviour is inappropriate. Staff are very positive role models and everyone is treated with care and respect in the nursery.

Children learn to keep themselves safe in a range of situations. They help to wipe up water that has been spilt on the floor and know that this is to prevent anyone slipping and hurting themselves. Staff ask children to sit correctly on their chairs and provide an explanation, so that children learn why this is important. They move around in a safe manner, carefully negotiating obstacles with care. Discussions and visual displays help them to learn about different aspects, a current theme being road safety. They learn about the different colours of the traffic lights and know that it is safe to cross the road when the lights are red. When out and about, they practise road safety, helping them to learn to take responsibility for their own safety.

Children enjoy physical exercise both indoors and outdoors. They have a range of equipment that tests their skills in clambering, climbing and balancing. This helps them to use different muscle skills and develop coordination. A healthy ethos is promoted at all times and children eat nutritious and balanced meals. These are prepared by outside caterers in consultation with nursery staff. Meals are varied to take account of children's preferences and dietary requirements. Children from a very early age are encouraged to serve their own foods and pour their own drinks. This enables them to make decisions about how much they want to eat and drink, while also developing their independence and providing future social skills. Children tuck into their food with relish and they are given time to savour their food, making meal times a relaxed, enjoyable affair. Staff plan activities for children that encourage healthy food choices, for example, they play with real fruit and vegetables in the role-play area and discuss why they are good to eat. This helps to promote the message of the importance of healthy foods in the children's diet. Good hygiene is also promoted as staff help children to be independent in their toileting.

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

Staff demonstrate a good knowledge and understanding of safeguarding procedures. They are fully aware of signs or symptoms of abuse that may alert them to any child protection concerns. They are confident about who to report their concerns to, should the designated officer not be present. They are aware of their responsibility to use the whistle blowing procedure if they have concerns about the conduct of their colleagues around children. The nursery's arrangements for safeguarding children are shared with parents, which helps to reassure them that their children are kept safe. Daily checks record any hazards that staff need to be aware of for each of the rooms and outdoor play area. Correct adult:child ratios are maintained at all times and registers accurately record children's attendance. Staff complete accident forms with detailed information, outlining any treatment children receive. This information is shared with parents. Staff demonstrate that they are fully committed to the safety of children at all times.

Safe recruitment practices are followed; interview questions and various scenarios test candidate's knowledge and skills, particularly around child development and child protection. Comprehensive vetting procedures ensure that all staff working with the children are suitable to do so. Once appointed, regular supervision sessions and appraisals are used to ensure that their ongoing suitability is assessed regularly. For example,

questions about health, medication and alcohol intake ensures that they continue to be safe to work with children. The manager has a good understanding of notifying Ofsted of changes to staff if required.

The enthusiasm of the newly appointed manager has breathed a renewed vigour into the nursery life in a short space of time. She is building up relationships with parents and is committed to extending links within the community to promote the nursery further. Her utter commitment in striving for the very best clearly transfers to staff who speak very positively about her leadership skills. They share her high ambitions and are developing into a cohesive team who work together well. There have been many improvements, including the re-organisation of the resources and rooms to enhance learning opportunities for children. Continued priorities for improvement are correctly identified. Clear action plans are used to work out what else needs to be done to improve the nursery. This, combined with the checks made on children's progress, mean that the manager has an accurate view and good plans for further improvement. Well-planned targets for up and coming training has enthused staff, who are keen to embark on the 'Characteristics of Learning' training to improve the quality of their observations and assessments. The educational programme is monitored effectively to ensure all children make good progress.

Although, there are no children attending other early years settings, the manager and staff are aware of the importance of establishing positive relationships so that information can be shared. As part of her new role, the manager has identified networks and making links with other settings a priority. This will help pave the way for establishing solid foundations for transitional arrangements, when the time arrives. Staff establish positive relationships with outside professionals so that children are fully supported and can make the best possible progress in all aspects of their care and learning. Parents have good opportunities to be involved in the setting and to receive information, they complete questionnaires and can use a 'Comments Box' for suggestions. There has also been a family afternoon to look at aspects of learning and parents' evenings keep them well informed of their children's 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

<b>Unique reference number</b>	EY242761
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	916608
<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>	23
<b>Name of provider</b>	Bright Eyes Day Care Nursery Ltd
<b>Date of previous inspection</b>	10/12/2012
<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, 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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