

Bright Beginnings Day Nursery

17 Mansfield Road, Edwinstowe, Mansfield, Nottinghamshire, NG21 9NL

Inspection date

03/06/2013

Previous inspection date

20/11/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 making good progress in their learning and development because practitioners understand how children develop at differing paces and plan play pertinent to their individual interests to support their next steps.
- Partnerships with parents are good. Parents report they feel valued, listened to and their wishes fully respected. This is because practitioners work sensitively while communicating effectively with parents to ensure that children's ongoing and changing needs are fully met.
- Children are happy and settled. Established relationships and attachments are good between practitioners and children. As a result, children feel safe and secure to explore both inside and outdoors.

It is not yet outstanding because

- There is scope for pre-school children to have more uninterrupted time to explore their own initiated play, with particular regard to the impact that some planned outdoor play activities have on their enjoyment when playing, for example, in the wet sand indoors.
- Opportunities to further enhance children's problem-solving skills are not always maximised. This is because on some occasions practitioners do not ask children more open-ended questions, such as during water play activities involving tipping, filling and pouring.

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 nursery manager, owner/provider and practitioners, undertook a joint observation with the manager and interacted with children at appropriate times throughout the inspection in the nursery rooms and outside.

- The inspector sampled a selection of documentation including the nursery's self-evaluation document, children's development files, play plans, records and written policies.

- The inspector took account of the views of parents as discussed with them during the inspection, telephone calls and also looked at written comments and completed parental questionnaires.

Inspector

Judith Rayner

Full Report

Information about the setting

Bright Beginnings Day Nursery was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted post office in the village of Edwinstowe, North Nottinghamshire. It is one of two nurseries which are privately owned. The nursery serves the local area and is accessible to all children. There is an enclosed outdoor play area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, three at level 3 and one is training to a level 3 early years qualification. The owner/provider holds Early Years Professional Status. The nursery opens Monday to Friday for 51 weeks of the year, excluding bank holidays and also closes for a week at Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 32 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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 pre-school children's self-initiated play by ensuring that they have more uninterrupted time and further opportunities to play, explore and become deeply involved in their play and activities. This is with particular regard to the impact that some planned outdoor play has on their enjoyment when playing, for example, in the wet sand indoors
- enhance the already good opportunities for children to extend their problem solving skills by asking more open ended questions about tipping, filling and pouring, for example, during water play activities.

Inspection judgements

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

Children's starting points are gathered from parents before the child starts. This provides practitioners with good opportunities to plan activities carefully which are pertinent to individual children. They also build upon children's interests to ensure they are enthusiastic and motivated in their play. Children's progress is successfully tracked by

practitioners who are implementing the Statutory framework for the Early Years Foundation Stage into their practice well. The quality of teaching is good. As a result, children's learning and development is successfully enhanced. Children are offered a well-balanced learning environment inside and outdoors. Their learning and development is further enhanced because of the way practitioners encourage and involve parents in their child's learning at home. For example, eggs from the nursery chickens are taken home and parents and children participate in baking activities to help develop children's mathematical skills. Parents record the event in a diary which also includes photographs which is then shared with all the other children at the nursery. Furthermore, parents are regularly kept up-to-date with their child's progress by receiving summary reports on their child's stage of development and their next steps in their learning. Verbal daily discussions with their child's key person also keeps parents informed of their child's progress. Children with special educational needs and/or disabilities receive timely, well targeted support to promote their progress. Practitioners also work closely with schools and parents, helping prepare children to be ready for their move on to school. For example, practitioners plan more structured time with older children helping them further enhance their phonics as part of developing their language, communication and literacy skills.

Inside, older children enjoy exploring in the wet sand. They play cooperatively as they bury their hands and make volcanoes, patting and moulding the wet sand. They are focused on their play talking about how to make volcanoes and playing games of finding one another's hands in the sand. Although practitioners sensitively and gently encourage children to stop playing to go outside, this unnecessarily interrupts their flow of play and prevents them becoming more deeply involved in the activity. Children enjoy playing floor team games such as, snakes and ladders. Practitioners use their skills well to ensure children take time to think about how to play the game and make decisions cooperatively on who goes first. Children have fun as they roll the inflatable dice, counting the dots successfully and moving their snakes to the correct number rolled. They understand the objective of the game and happily explain this to the practitioner who effectively models being a thinker supporting children to be creative and think critically. Children's language skills are supported well. A good range of books and opportunities for children to make marks and form letters help children learn that print has meaning. Furthermore key words in home languages, dual language books and the use of signs and symbols help children with English as an additional language to feel fully included and support their good language skills.

Children thoroughly enjoy their time outside. Older and younger children mix well because the practitioners ensure they deploy themselves well supporting children and extending their play. Younger children confidently use push along toys to enhance their large muscle skills. They sit on them and push them up and down the gentle slope while showing good levels of control as they manoeuvre them around larger objects. Children enjoy building with construction. They create various sized boxes using their imaginative skills pretending what objects are inside the boxes. Furthermore, older children continue playing in more wet sand extending their own learning from inside as they continue to create and build more volcanoes. Children show eagerness as they quickly participate in water play. They wash the push-along cars using cloths and buckets of water. Practitioners support children in their language skills well, such as talking about where children go in their car. They also count the number of wheels and describe various colours on the car. However,

practitioners miss the opportunity to further enhance children's problem solving skills for space and measure. For example, practitioners take the lead rather than helping children to work out how to get water from the bucket into the car to wash. Children play cooperatively as they take turns on the swings. They also use chalk to make marks expressing themselves freely while being creative.

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

The nursery is welcoming. A good range of children's own free expression in artwork, writing, photographs, posters and pictures are attractively displayed creating an environment where children's own work is highly valued. Practitioners promote a safe, clean and stimulating environment for children. They ensure that toys, resources and activities inside and outdoors are attractively presented and accessible for all children, appropriate for their age and ability. For example, children choose activities that they would like to take outside as well as accessing the already good range available outdoors. As a result, children's independence skills are promoted well. Practitioners use inside and outdoors well to enhance children's all-round development. This also supports children in developing their social skills. For example, children sit together at lunchtime and older children show care and consideration to younger children as they help serve up their food.

The key person system works effectively, ensuring all children's needs are quickly identified and met. Children are happy and settled. Established relationships and attachments are good between practitioners and children. As a result, children feel safe and secure to explore both inside and outdoors. All children are warmly welcomed in to the nursery, most settle quickly and are engaged in play. Younger children during transitional times between home and the nursery are offered sensitive and gentle encouragement to participate in activities and soon settle. This is because practitioners are skilful in reassuring them and know their key children well. Practitioners also work very sensitively with parents during all transitional times for their children, whether first starting at the nursery, moving between rooms or moving on to school. For example, practitioners gather plenty of information about the child before they start and regularly keep parents informed of how their child is settling in, while building upon their interests and their next steps in their learning.

Practitioners help children understand the importance of keeping healthy and safe. For example, older children know to walk down the stairs one step at a time and hold on to the banister to keep them safe and not fall. They also know that wearing a hat outside keeps them from burning when it is sunny. Furthermore, children are encouraged to wash their hands after they have used the toilet and before eating. Practitioners are good models and remind children of the importance of washing their hands to stop germs from spreading that could make them poorly. Outdoor play is an everyday occurrence for all children. Practitioners fully understand the benefits for children to have time outside because it helps them develop their large muscle skills and promotes their overall health. They further enhance children's all-round skills because of the good range of stimulating activities and resources. For example, planting and growing fruit and vegetables help to develop children's skills in nature. Furthermore, their creative and expressive skills are enhanced by exploring pots and pans to make sounds. A good range of seasonal meals

provide children with a healthy and well-balanced diet pertinent to their individual dietary needs, as discussed and agreed with parents. Practitioners sit with the children and encourage them to enhance their self-help skills by serving some of the food as well as choosing what they would like to eat.

Inclusion is positively promoted throughout the nursery. Positive images and activities are presented attractively and accessible for all children. Practitioners ensure all children are treated with equal concern and respect and their current lifestyles are promoted positively by accessible and familiar objects and vehicles to play with such as, caravans and trailers. Children who attend with English as an additional language are sensitively supported and dual language books assist children in further enhancing their already good language skills.

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

Partnerships with parents work well and are securely embedded to support families and their lifestyles. Practitioners fully understand the importance of communicating with parents in a sensitive and clear way to ensure children's ongoing and changing needs are met effectively. For example, written daily diaries supported by verbal discussions at the beginning and end of the day keep parents informed of how their child has been and what their child has been playing with. Furthermore, a good range of information is displayed around the nursery, such as play plans, daily routines, practitioners' photographs, newsletters and a good range of well-written policies and procedures. This helps parents understand how for example, the nursery operates and what current events are occurring so they have the opportunity to be involved, such as changes to the outdoor play area. Parents spoken to value the service that is offered, complementing the practitioner team on supporting them while their children settle and during their attendance at the nursery. Practitioners work effectively with other agencies, such as the early years specialist teacher and have formed positive links with the local children's centre. This involves closely working with other childcare professionals to meet the individual needs of children. As a result, children are offered effective support to achieve, given their starting points. Practitioners also understand the importance of complementing children's learning. For example, they arrange meetings and talk to teachers to find out how they can support children further while they are in their care.

The safeguarding of children is good. Practitioners have a good understanding of their role and responsibility in protecting children. All practitioners are confident in the procedures they would take should they have any concerns regarding a child in their care. They are familiar with changes to the Statutory framework for the Early Years Foundation Stage, such as the no smoking policy and the use of mobile phones and cameras in the nursery. Children are supervised effectively by practitioners both inside and outdoors. Practitioners deploy themselves effectively to ensure the overall needs of children are met and that adult to child ratios are maintained efficiently. Robust risk assessments are completed every day before children arrive to ensure that all potential hazards are identified and minimised both inside and outdoors. Practitioners check all areas daily using a thorough list as a guide which is regularly reviewed. The manager also annually reviews the risk

assessments to monitor the safety of children and all resources that are used to support their learning and care needs. Effective recruitment, induction and performance management of practitioners, overseen by the senior management team, ensures the suitability and performance of all practitioners working with children is of a good standard. Induction programmes are successfully in place ensuring all new practitioners are up to speed quickly with current requirements and good practice. As a result, children are cared for and supported in their learning in a secure and stimulating environment.

The manager effectively oversees practitioner performances through various ways, such as team meetings, regular supervision and appraisals. This is an effective way to identify individual training needs to further enhance the already good skills of practitioners. For example, practitioners have attended recent baby training on premature babies and brain development. This helps practitioners support the youngest of babies during their early cognitive development. The manager is a good role model and is effectively supported by the owner. Best practice is regular shared between the two nurseries to ensure children are offered a good standard of care and learning by skilful practitioners. The overall self-evaluation is effective. The manager understands and values the importance of seeking suggestions and ideas from practitioners, parents and children. For example, parents can choose to submit suggestions discretely in the suggestion box or respond openly through written questionnaires. Significant improvement has been made since the last inspection with all previous recommendations met effectively. As a result, children are benefiting very well. For example, the outdoor play area is an inviting and interesting area enhancing children's sensory skills as well as helping them to learn how to care for living things, such as chickens. Educational programmes are closely monitored to ensure children are provided with a varied and challenging range of activities and experiences in the indoor and outdoor environment. Furthermore, the manager oversees the quality of teaching by spending time in each area to observe practitioners implementing their teaching skills while enhancing children's learning and development successfully.

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	EY303616
Local authority	Nottinghamshire
Inspection number	917464
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	32
Name of provider	Pretty Windows Ltd
Date of previous inspection	20/11/2008
Telephone number	01623 822440

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: 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.

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.

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

