

# Bright Futures

29 Cleggs Lane, Little Hulton, MANCHESTER, M38 9WU

## Inspection date

Previous inspection date

30/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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

- Staff undertake regular observations of children and are aware of their likes and dislikes. This knowledge is used to plan activities to support children's development, in which they make satisfactory progress.
- Children are happy and settled. Relationships with staff are strong and secure attachments are made, which adequately supports children's emotional well-being.
- Staff have a secure knowledge of safeguarding and written risk assessments are in place. As a result, risks to children are identified and minimised.
- Partnerships with parents and other professionals are secure, which ensures a shared approach to children's learning.

### It is not yet good because

- Assessment and tracking of children's progress is not consistently embedded in practice. This means that planned activities do not offer appropriate challenge to children to ensure that they make good rather than satisfactory progress.
- Some staff miss opportunities to skilfully question children and do not always give children an appropriate time for them to formulate a verbal response, in order to improve their learning further.
- Staff do not access sufficient ongoing training to ensure that their continuous professional development is updated.

## 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 activities and children at play throughout the inspection.
- The inspector spoke with children, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the provision's self-evaluation processes.

## Inspector

Elisia Lee

## Full Report

### Information about the setting

Bright Futures was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted domestic premises in the Little Hulton area of Salford and is run by Wow! Kids Limited. The nursery serves the local area and is accessible to all children. It operates from the ground and first floor and there is an enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, three hold appropriate early years qualifications at level 2 and one member of staff is unqualified.

The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 52 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. The nursery receives support from the local authority.

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

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

- ensure that information gained from observations of children is consistently used to understand their level of achievement, interests and learning styles to ensure that learning experiences meet their individual needs and offer challenging learning opportunities, so that children make good progress.

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

- develop staffs' practice in skilfully questioning children during play, so that they allow time for children to respond, in order to promote critical thinking and improve learning even further
- develop further the programme of professional development to continuously give staff opportunities to update and refresh their knowledge.

## Inspection judgements

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

Staff have a satisfactory understanding of the Early Years Foundation Stage and use this knowledge to plan activities, which adequately supports children in their learning and development and general readiness for school. Activities are based on children's interests, which means that they are engaged in learning. For example, children, who are interested in 'space and aliens' are supported by a member of staff introducing the computer to explore this interest further. Staff observe children as they play and are aware of their likes, dislikes and care needs. Some assessment of children's learning is undertaken. For example, baseline assessments are completed when children first start at the nursery and staff complete the progress check at age two years. However, information gained from observations does not consistently identify children's next steps in learning. Therefore, planned activities do not always reflect or shape challenging learning experiences for children. This results in learning experiences not being fully in place to precisely match individual learning needs or to always provide developmentally appropriate activities. As a result, children make satisfactory, rather than good progress.

Educational programmes are satisfactory and generally cover the seven areas of learning. For example, older children play with a water wheel outside and draw water as they fill a variety of containers. Younger children play in a sand pit and are encouraged by staff to use digging tools to dig. Children have some opportunities to try out their early writing and drawing skills. For example, children paint at easels and use crayons at a creative table. Children are beginning to consider mathematical concepts. For example, children play with water using a variety of containers to explore 'full' and 'empty'. The nursery celebrates a range of festivals throughout the year, which supports children's understanding of the wider world.

The majority of children are keen learners. Staff support children through role modelling how to use resources, playing with them and asking questions. For example, children play in the outside area and make a request to 'make a mud pie'. A staff member asks the child, which resources they will need to do this. This strategy supports children's communication and language development. However, staff do not always skilfully question children as they play. When they do, they do not leave enough time for children to formulate a response, in order to promote critical thinking and improve children's learning further. Staff have attended 'Every Child a Talker' training, which supports children's communication. However, this training is not always evident in practice, which means that teaching is satisfactory rather than good. Children with special educational needs and/or disabilities are supported through effective partnership working with a range of other agencies, such as, the local authority, speech and language therapists and the hearing impaired team. Children, who have English as an additional language are supported through staff liaising with parents and using keywords in the child's home language. Dual language posters are placed around the nursery, which celebrates different languages.

Parents are involved in children's learning by completing an 'all about me' document prior to entry, commenting on daily message sheets, daily verbal feedback and being involved

in the progress check at age two. In addition, the nursery has just offered its first parents' evening. This was well attended and gave an opportunity for parents to contribute to children's development files.

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

Children are happy and settled and have made secure attachments with staff. Staff are caring towards children and children interact well with staff. For example, staff and children enjoy singing sessions, with children asking for requests. There is an effective key person system in place. Children are allocated a key person within a couple of weeks after starting at the nursery. This allows staff to observe children and see which staff member children naturally gravitate towards. They also gather good information from parents to ensure children's needs are met. Behaviour is appropriate and children listen and respond well to staff and routines. For example, children wash their hands before lunch and help to set the table. Staff are caring role models, playing with children, showing them how to use resources and offering sufficient support to them in their learning.

Written risk assessments and daily safety sweeps are undertaken. This means that potential risks are suitably identified and addressed. The management has a pro-active approach to safety and ensures that risk assessments are current. For example, at the moment, the nursery is having extensive structural alterations undertaken. Risk assessments have been updated to consider the risk of constant noise or tools being left on the premises. Children learn about safety through discussions as part of everyday practice and are building up an understanding of risk. For example, children comment that they will not be able to play outside if the gate is open. Children are happy and settled in the nursery. They share resources, take part in routines, play with their peers and confidently speak with staff. Resources are suitable and offer age-appropriate opportunities to engage children in learning.

Children learn about healthy lifestyles through daily access to the outdoor area and walks in the local environment. For example, children walk to the local supermarket to purchase fruit for a fruit tasting activity and visit the library for story sessions. The nursery has a designated cook, who prepares freshly made food on the premises each day. Children's dietary requirements are identified and catered for. Menu choices include lasagne and garlic bread, chicken goujons and smoked fish chowder. Children develop their self-care skills through accessing drinking water, visiting the bathroom independently and putting on outdoor clothes to play outside.

Effective transitions are in place and staff support children well as they prepare for change. The nursery invites teachers in to nursery to discuss children's needs with their key person and tracking forms are sent to school. This ensures that all carers are aware of children's current developmental needs as they move into full-time education.

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

Staff have a secure knowledge of safeguarding procedures. Consequently, children are well protected in the nursery. All staff have attended safeguarding training and are aware of appropriate contacts for further advice and support should they be concerned about a child's welfare. Children are supervised well and the staff are vigilant in ensuring that they stay safe. For example, staff undertake daily safety sweeps of the outdoor area before children go outside to play and consider risks, such as broken bottles being thrown over the fence. Safeguarding practices are in use. For example, management ensures that mobile telephones are taken and locked away immediately from staff or visitors to the nursery. In addition, the nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare.

Staff have a satisfactory knowledge of how to support children in their learning and development. The environment is open and bright with learning displays that suitably engage children in learning. For example, displays contain numbers, the alphabet and key words. The environment reflects children's learning. For example, a display in the pre-school room shows children the lifecycle of a plant, from seed to flower. Older children are supported by phonic sessions, which support children's understanding of phonics and letter formation. Regular staff meetings are held and some monitoring of practice is in place. For example, the manager observes and models practice in the rooms when she is providing cover for staff. Children make satisfactory progress in their learning and development as planned activities are not always consistently targeted to individual needs.

Self-evaluative practice is in place and the management team have identified areas for development. The management team include the views of children, staff and parents and are working hard to prioritise future developments. For example, they are currently reviewing policies and procedures to ensure that they continue to meet requirements. The manager has identified areas that she would like to develop and further resources that are required to enhance children's learning. The nursery works with a local authority advisor to identify areas of improvement. There are appropriate systems in place for effective selection and recruitment of staff. The management team ensure that references are sought and that staff have appropriate suitability checks in place. Performance management systems are adequate and provide opportunities for staff to discuss concerns through peer observations, staff meetings or appraisals. However, staff have not attended any recent training opportunities to ensure they keep abreast of current changes and refresh their knowledge.

Staff work with other professionals well and seek advice as appropriate to provide suitable interventions to support children's needs. For example, from September 2013, staff will be working together with health visitors to complete the progress check at age two. Staff are committed to working in partnership with parents and value the impact that this can have on children's learning. Parents have written complimentary feedback. For example, they comment 'thank you for making the last two years so special for my child and our family, you are all special people'.

### **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>	EY456634
<b>Local authority</b>	Salford
<b>Inspection number</b>	903649
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	44
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Wow! Kids Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01617037722

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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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