

# Bright Start Day Care (LTD)

6th Harrow Scout Centre, 1A Walton Road, Harrow, Middlesex, HA1 4UX

## Inspection date

11/09/2013

Previous inspection date

04/09/2009

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- The manager regularly reviews the overall provision, planning and assessment so that the nursery can continue to development and reach high standards. Consequently, children's individual needs are extremely well met.
- The manager and staff demonstrate an excellent understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The thorough implementation of robust policies successfully promotes children's safety and well-being.
- Staff work extremely effectively as a team and know all the children and their families well. As a result, all children feel secure, gain confidence and are well motivated to learn.
- Staff use the highly impressive environment and excellent range of resources to promote children's learning. As a result, children are highly motivated to learn and make excellent progress towards the early learning goals.

## **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 in the baby area, main area and outside, including a joint observation with the manager of a physical based activity in the outside area.
- The inspector looked at children's learning journeys, planning, documentation, the self-evaluation form and a selection of policies, children's records and staff suitability records.
- The inspector held a meeting with the owner, manager, and deputy manager and spoke to children's key persons as appropriate during the inspection.
- The inspector interacted with the children and observed their care and play routines.
- The inspector also took account of the views of parents spoken to on the day and their written feedback.

## **Inspector**

Lorraine Pike

## Full Report

### Information about the setting

Bright Start Day Care Limited registered in 2006 and operates from the sixth Harrow Scout Centre within the London Borough of Harrow. Children have access to two rooms and two separate enclosed gardens for outdoor play. Access to the premises is via a side gate up to the door. The setting is open each weekday from 8am to 6pm for 52 weeks of the year and children attend for a variety of sessions. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 18 children attending in the early years age group. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. The staff support children who are learning English as an additional language. There are seven members of staff employed to work with the children, of these five hold an early years qualification at level 3, one member of staff holds a qualification at level 2 and one is unqualified. The setting also employs a cook and two cleaners. The setting receives advice, support and training from the local authority. The group is a member of the Pre-School Learning Alliance.

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

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

- consider supporting children's increasing independence in selecting and carrying out activities by organising the environment to enable further opportunities for freedom of choice.

## Inspection judgements

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

The staff and management team have an excellent knowledge of the Early Years Foundation Stage. They use this exceedingly well to support children in their learning and development. The environment is highly stimulating and vibrant. It contains an immense breadth of quality resources, which provide children with a wealth of engaging learning opportunities. These are tailored to meet their individual needs. As a result, children are well motivated and eager to participate in activities. Staff are enthusiastic about the experiences that they provide for children. This has a very positive impact on children's learning and development and ensures that they all make the very best progress. Staff skilfully engage with children in their play as they demonstrate that they recognise the value of their timely interaction. For example, staff extend children's understanding of mathematical concepts as they fill different sized buckets with water. Staff sensitively recall children's recent holidays and make connections by discussing the different sized

sandcastles they made on holiday.

Staff challenge children extremely well as they encourage them to take turns to throw balls into hoops positioned at different heights. Staff encourage children's independence and instil a 'have a go' approach. They deploy themselves very effectively and work well together to enhance children's learning both indoors and outside. Babies receive high levels of sensitive, nurturing care as they explore stimulating activities in the calm, open and welcoming environment. The baby area is sectioned off and located within the main room. This ensures that they are integrated into the whole group. Children are extremely confident and self-assured and explore their surroundings with a very high level of enthusiasm. For example, when they have completed an activity they quickly choose to move onto the next without hesitation, including those activities outside.

The environment is rich in language with innovative displays that exhibit children's own work. In addition, there are displays that include photographs of them engrossed in play, the alphabet, colours, numbers and shapes. Low-level accessible units, which are clearly labelled with text and pictures, support children's independent choice. Real fruit and vegetables are available in the role play area, which provides children with accurate examples of the real world. Resources are attractively presented on tables and mats, which children enjoy exploring. However, staff do not consistently maximise the use of dedicated areas to enable and encourage children to select their own resources. This slightly reduces opportunities for children to be in control of their own learning.

Children make excellent progress in their learning and development in relation to their starting points due to the exceptional support and interaction they enjoy with all practitioners. Staff observe children closely during the time after joining. Through this and information from parents, staff subsequently measure progress using the child progress form each term. From this they plan for children's future learning. Assessment is highly precise and meticulous. This system enables key persons to identify children's strengths and areas where individual development is needed easily. Daily plans then incorporate these needs. Staff consider each child's characteristic of learning in their planning which enables staff to adapt plans to individualise children's learning.

Staff have developed innovative ways to support young children's emerging language. For example, through song boards strategically placed throughout the nursery and staff's clear use of language. Younger children enjoy singing with their key person in very small groups. They are encouraged to join in with the words and actions in addition to being given time to sing the last word of each line. This encourages their anticipation of events and early communication skills. All children's language development is carefully monitored, ensuring they make rapid progress from their starting points. Children are motivated to achieve and rewarded with 'Barney the Bear' to take home for the weekend. Parents contribute to Barney's adventure book with comments and photographs. Children share Barney's adventures with the group the following week in circle time, which enables their self-confidence and self-esteem to flourish. Parents are fully included in their children's learning. For example, they complete interest sheets to share any learning that takes place at home. Staff keep parents fully informed about their children's progress, for instance, through daily feedback and various meetings and events. This helps to provide excellent consistency of learning for the children.

The two year progress check is completed by highly knowledgeable staff, ensuring it is a precise assessment of each child's strengths and areas for development. Daily diaries for children up to the age of two keep parents fully involved in their child's development, care and achievements. Children learning English as an additional language are exceptionally well supported in their learning. Staff work closely with parents and outside agencies when necessary to ensure they make the best possible progress. Children also benefit from several members of staff being bilingual. Assessments clearly demonstrate that they have now reached the expected levels of development and that the achievement gap is rapidly closing.

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

Staff support children's emotional well-being extremely well. They share positive relationships with nurturing staff, who are caring and sensitive to each child's individual needs. Staff are particularly perceptive and skilled in developing children's sense of belonging in the extremely warm, family focused environment. For example, each child has their own coat and bag peg labelled with their name, photograph for self-registration, art folder and their artwork attractively displayed on the walls. As a result, their self-esteem is promoted and they feel valued as part of the nursery 'family'. Children are excited to join the nursery. Settling-in sessions are organised allowing parents to build trusting relationships and confidence in their child's transition.

Behaviour is managed very well and all staff are consistent in their approach when the need arises. Staff manage occasional incidences of unwanted behaviour extremely well, ensuring the child's self-esteem remains intact. Children are encouraged to use their 'kind hands' and 'kind feet'. Staff are calm and patient in their interactions, acting as excellent role models.

The staff have devised 'golden rules' which are displayed in both the inside and outside areas. Children demonstrate a good understanding of these behavioural boundaries and expectations as they take care to play safely with each other. For example, a small group of children riding bikes outside begin a conversation between themselves about falling off their bikes. Staff are extremely attentive and continue to build on children's understanding, they intervene to extend the conversation. They discuss other people's feelings should someone fall off their bike.

The excellent relationships, which have been developed with local schools, provide children with the support they need to make a successful and smooth move into education. Teachers are invited to come and see children in the nursery. Close liaison with key persons ensures that important information is shared and transition reports are also provided. This working partnership is carried out in collaboration with parents to ensure children receive a highly consistent experience.

Highly nutritious menus, freshly cooked on the premises, offer an excellent choice of healthy and dietary options. For example, children enjoy a lunchtime meal of mashed potato, sausages and carrots. They are encouraged to feed themselves and all children

enjoy mealtimes together, as babies sit in their highchairs. Children benefit from this social occasion as they interact with their friends and staff who sit with them. Children chat confidently with staff about healthy eating, what they have done during the morning or their plans for the afternoon session. Children's understanding of healthy eating is further promoted as they plant vegetables and fruit in the nursery garden. This allows children to appreciate making healthy choices and explore where food comes from.

Older children know to wash their hands before lunch and the reasons why, 'to make sure the germs are off'. They are encouraged to learn how to meet their own care and hygiene needs. Staff are always close by to offer support. Staff have fully embedded hygiene practices in place as they wear protective clothing when changing nappies and supporting children with their toileting to prevent cross contamination.

Staff provide children with many opportunities to develop habits of regular physical exercise. Outdoor play is available throughout the day, with the children benefitting from the choice of two different areas. Children move freely and are keen to devise their own games. For example, they skilfully weave in and out of cones as they run and cycle. They benefit from the use of two outside areas. One with a soft safety surface, and a large grassed area. For example, they run, jump, ride wheeled toys, climb up the slide and twirl hoola hoops around their waists. Younger children enjoy playing together in the mixed age groups. They clearly develop in confidence and self-esteem as they progress through the nursery.

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

The manager and owners implement highly inspirational leadership to the staff team. The nursery manager has worked exceptionally hard to ensure the nursery has made excellent progress since the last inspection. Through extensive training, strong leadership the staff demonstrate an excellent understanding of their individual roles and responsibilities. Thorough induction and appraisal systems are in place to identify staff training needs and to make sure that these are clearly targeted to improve the setting's already excellent practice. Staff benefit from regular supervision meetings with the manager in addition to peer observations that support them in their practice. Staff are also exceptionally well supported as they work towards further professional qualifications. This results in a cohesive staff group, who whole-heartedly share the vision for excellence and ambition of the nursery.

The learning and development requirements of the Statutory Framework for the Early Years Foundation Stage are implemented highly effectively. Consequently, children make exceptionally good progress towards the early learning goals. There are highly effective systems in place to monitor how staff observe, plan and monitor each child's progress. For example, planning, observations and assessments are regularly checked by the manager to ensure staff are accurately tracking children's learning and progress. The manager carefully analyses this information to quickly identify any gaps in learning. Interventions are sought at an early stage should a group or individual child be falling behind the

expected levels of achievement. As a result, children's needs are met effectively by involving relevant support services. Furthermore, the manager and owners are proactive in accessing further training for staff. This enables staff to increase their knowledge to focus and target these areas of learning in their planning.

Robust strategies are in place to safeguard children. All staff are trained and have an excellent understanding of local safeguarding procedures and their roles and responsibilities. In addition there are designated safeguarding officers within the nursery and in the senior management team. The nursery's safeguarding policy and procedures regularly feature as the 'policy of the month'. This means that staff remain familiar and up to date with practice. Staff are able to accurately identify possible signs and symptoms of abuse and know how to make a referral to external agencies if required. Children's physical safety is given high priority by staff. They are aided by comprehensive written risk assessments. A video intercom system enables staff to identify visitors before opening the door. In addition, staff are meticulously alert to unexpected visitors as they notice any through the windows and make thorough enquiries to check identity. Parents also comment that they are confident that the staff place priority on keeping their children safe. Children, therefore, play and learn in an exceptionally safe and secure environment. The manager and owners have an exceedingly good understanding of their responsibilities in ensuring that all staff are suitably qualified and appropriately vetted. Adults are not allowed to work with children until all checks are cleared.

The manager is fully committed to providing a continually improving service for children and their families. This is supported through precise and well-targeted written action plans for improvement. Recent improvements include the introduction of an information communication and technology area. This now includes a laptop and ipad. Staff are highly reflective and review the impact of improvements for children and families. In addition, the manager has recently worked with the local authority to bring about change. Parents' opinions are regularly sought from the outset regarding the organisation of the nursery and changes are implemented accordingly.

Staff pride themselves on working extremely closely with parents. Highly complimentary feedback from parents spoken to during the inspection demonstrates how delighted they are with the service they receive. One parent commented that she 'liked the way the key person handles her son's needs and the opportunities that are available for him to learn'. Staff have an excellent understanding of the importance of partnership working, which ensures that children's individual needs are exceptionally well met. They have very strong links with the local Sure Start Children's Centre and work very closely with other professionals, such as a speech therapist when required. Parents are kept well informed of current events, opportunities and the Children's Centre, for example, via a large notice board in the entrance to the nursery.

### **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>	EY319302
<b>Local authority</b>	Harrow
<b>Inspection number</b>	834563
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Bright Start Day Care Limited
<b>Date of previous inspection</b>	04/09/2009
<b>Telephone number</b>	0208 424 2517

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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.

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.

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