

Bright Start Nurseries Ltd.

Hampden Square, Fairford Leys, Aylesbury, Buckinghamshire, HP19 7HT

Inspection date	21/08/2013
Previous inspection date	21/07/2010

The quality and standards of the early years provision	This inspection:	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

- Children enjoy attending the nursery, are well motivated to learn and the nursery prepares them well for the next stage in their education.
- The nursery has a strong partnership with parents who feel their children progress well, particularly in speaking and in their social interaction, and are safe and well cared for.
- The new manager is very experienced. She evaluates the provision taking account of the views of staff and parents to identify areas for improvement.
- All staff show very good concern for children's security and well-being. They are vigilant at all times and follow robust procedures to ensure that the children are safe.

It is not yet outstanding because

- Toddlers do not always have a wide range of opportunities and resources to use to develop their early writing skills.

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 children playing in each of the rooms and in the garden areas.
- The inspector reviewed children's records and sampled other documentation, such as the nursery's policies, risk assessments and records of accidents.
- The inspector spoke with parents who were available during the inspection about their children's progress.
- The inspector spoke with staff about the assessment of the children's progress, their understanding of safeguarding, the nursery's procedures and opportunities for their professional development.
- The inspector observed staff when they were supervising babies' sleep times, meal times and dealing with their personal care.

Inspector

Gill Walley

Full Report

Information about the setting

Bright Start Nurseries Ltd registered in 2004 and is privately owned. It operates from a purpose-built building in the Fairford Leys area of Aylesbury, in Buckinghamshire. Some facilities are located on the first floor and there is a lift access available. Children have access to the fully enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm, all year round, with the option of extended hours on request. It also provides before and after school care for children attending the local school and these sessions run each weekday from 8am to 9am and 3.15pm to 6pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 109 children on roll, of whom 94 are in the early years age range. The nursery serves a wide catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities. The nursery employs 22 staff. Of these, 16 hold relevant childcare qualifications and six are currently working towards a qualification.

What the setting needs to do to improve further

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

- provide more resources in rooms and play areas where toddlers play for children to develop their early writing skills.

Inspection judgements

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

Children make good and in some cases very good progress in all areas of their learning because the staff provide many exciting activities which motivate them well. They have developed the educational programmes to include opportunities for children to acquire skills in all areas of learning. Staff encourage the children to follow their own interests, for example about dinosaurs, because they know that children learn best when they enjoy their play and can make choices. The nursery is well equipped with toys and resources, which are easy to reach and suitable for the ages of the children who attend. Children develop their independence well by choosing whether to play indoors or outside. They develop an interest in reading because books are appealing and easy for them to reach. They listen attentively when adults read stories to them. The children see print in the environment because toy boxes are well labelled and this helps them to consolidate their understanding of the sounds which letters make. They learn how to write their names, for example when they are labelling their paintings for display on the walls. However, the younger children do not always have many resources or activities to help them to develop

their early writing skills.

The children develop their creative skills well through printing, painting, making clay animals and collage. Toddlers have painted pictures of the butterflies they have observed in the sensory garden and older children have painted caterpillars. The older children use the sensory garden for mini beast hunts and growing fruit to pick and taste, which helps them understand more about the world around them. Staff develop children's speaking and listening skills well by talking to them about their activities and about the images which are displayed in the classroom. This also helps them to develop a wider vocabulary. For example, staff talk to babies about pictures of everyday objects which hang from the ceiling. Babies develop their coordination well through opportunities to pull themselves up and to push toys along the floor. They also play with toys which develop their sensory awareness, such as textured cushions and shakers which make different sounds. Older children compare the sounds which different musical instruments make. The children sing songs which help them to improve their listening skills and to remember a sequence of events.

The children celebrate festivals of their family cultures such as Eid, Holi and Diwali through visits from parents who explain their customs to them. Children also taste special foods associated with those occasions. This helps them begin to learn about the diversity of the world around them. The children talk about their world map and have marked on this where each family in the nursery originates. They play with multicultural toys including dolls and musical instruments and some labels are written in their home languages. They talk about pictures of people with disabilities and begin to understand the needs of others and the concept of equality. Children develop their understanding of number through counting and sorting shapes. Older children talk about measurement, for example when they are looking at the height chart and comparing their own height with their friends'. Staff help babies to count the balls as they put them in the ball pond so that they learn the words themselves. Children learn about the effects of the breeze by watching spinners in the garden and they talk about the sun and shadows when they are playing outdoors on a sunny day. Children develop their imagination well through role play and dressing up, and choose between the castle, the play house or dens they have built themselves.

Children use the garden frequently and develop their physical skills well. They learn to climb on the frame and to balance on tyres. The children visit the local shops and play schemes which give them a wider range of experiences and the chance to develop their social skills by mixing with different children. Staff use these visits well to talk to children about road safety so that they begin to understand how to keep themselves safe. Children behave well and the adults are good role models with high expectations of them. Staff praise them constantly for their achievements so that the children develop their confidence and self-esteem. Children play very well together, sharing toys and taking turns. Children develop their concentration because the toys interest and engage them. They are curious and develop good attitudes to learning. Adults talk to the children about their learning and develop their ability to solve problems well by setting them challenges such as deciding how to construct a den in the garden.

Children who have special educational needs and those who are learning English as an additional language make progress in line with other children. The manager and her staff

have good procedures for seeking appropriate support for them and for adapting activities well to meet their specific needs. The staff know each child well and understand how to move them on to the next stage in their learning by providing activities and resources which consolidate and extend what children understand already. They use their evidence from observations of learning to identify each child's next steps. They monitor children's progress in each area of learning to ensure that this is consistent. They carry out specific assessments, such as the two-year progress check, so that children who may underachieve can be supported with early intervention. This helps children develop the right skills for the next stage in their learning.

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

Children form secure relationships with the adults who care for them because staff know each child well and are concerned about their happiness and well-being. The nursery is vibrant and welcoming. There are consistent daily routines at meal and sleep times so that children always know what to expect. Children have their own key workers but other adults also know and care for the children so they develop positive relationships with a range of people. Babies are comforted with a cuddle if they are distressed and all staff are very caring. All children have a daily record sheet for notes about their day and their achievements. Staff share these records with parents so that they are fully involved in their children's development and know how to support their learning at home if they so wish. This effective partnership with parents helps staff understand and follow the routines of the youngest children, so that they meet their physical needs well. For example, they know how babies like to be settled when it is time for sleep and how long toddlers like to rest after lunch. Parents appreciate being able to talk to staff at the start and end of the day about any concerns they may have, for example, about how well their child is settling in. Staff support children as they move on to the next room, sharing information well with one another. They judge the time for moving up to a new room well, according to each child's ability and confidence rather than age alone. Children settle easily and adjust to new surroundings and being with different adults. Parents share children's achievements at home with the staff so that they can also celebrate them. They tell staff about experiences such as holidays and family outings so that staff can reinforce these through the activities they provide. Older and younger children spend time together at times in the day such as lunch time. This helps the older children to develop a sense of caring for younger ones. Younger children also benefit from seeing how well the older children behave.

Children are well supported when they first start attending so that they settle in well. Parents provide detailed information about their children's routines and interests so that staff can plan activities the children will enjoy. Staff understand children's dietary needs well and have good procedures for managing them. Older children learn to manage their personal care well through good support from staff. Mealtimes are very calm and children enjoy healthy snacks and meals together. They show good table manners and improve their social skills through their interaction with one another. The staff encourage the children to use cutlery to cut their food and to feed themselves as soon as they are able to do so. Babies develop their independence particularly well and soon manage to sit at the

table to eat. The older children take responsibility by helping to pour drinks and by passing food to one another.

Children practise evacuating the building regularly so that they understand what happens in an emergency. Older children can explain this routine well. Staff take very good care of the children when they are outdoors on sunny days. They ensure that children wear sun cream and sun hats for protection and the manager has provided gazebos to provide shelter. Children learn to do things for themselves such as finding aprons when they want to paint or finding their coats and shoes when they want to go outdoors.

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

All staff have been trained in safeguarding and demonstrate their vigilance in keeping all the children safe in different situations. For example, required adult to child ratios are maintained well, staff supervise children closely and know how to respond in emergencies. They know how to reduce the risk of accidents when the children are playing or going out to the park.

This inspection was brought forward as a result of concerns raised to Ofsted about the lack of a qualified manager in post. Ofsted carried out an investigation and issued the nursery with a Notice to Improve to ensure the manager in post is suitably qualified, holds at least a full and relevant level 3 qualification and has at least two years' experience of working in an early years setting, or at least two years' other suitable experience. The nursery has now employed a suitable nursery manager. The inspection has found that the manager has a good understanding of her role and responsibilities and is suitably qualified and experienced. There are rigorous procedures for recruiting and vetting staff so that all adults are suitable to work with the children. The new manager has assessed all risks associated with the building, garden areas and outings in the locality, and these are reviewed frequently. Staff take responsibility for checking each room and play area at the start of each day. There is a secure entry system managed by staff so that parents and visitors cannot enter the building unannounced. There are good procedures for times when children have accidents or need to be given medication. Staff have trained in first aid and in handling food hygienically and they understand how to respond to children's allergies.

All staff can access information about the nursery's policies and procedures easily and they are given good induction. Staff are appraised and undertake regular training so that they develop their expertise, for example in learning more about behaviour management. New staff feel extremely well supported by colleagues. They value the support they receive from more experienced staff, for example in observing children's play and assessing their progress. The nursery has met the recommendations of the last inspection, showing a determination to drive improvement. The new manager and her staff evaluate the provision well because they are ambitious and keen to make further improvements. Staff understand each child's next steps well and plan appropriate activities so that children make good progress. Children's progress is tracked closely and the manager uses this

information in her evaluation of the nursery. She knows that if children are making less progress in one area of learning she needs to investigate whether there are adequate resources and whether activities are suitably challenging for the children. The staff are a very experienced team who work in close collaboration.

The nursery works very well with parents, who feel that their children are safe and well cared for. They feel that they are well informed about how their children are progressing, They are extremely confident in the new manager and her new leadership team. They know that the nursery will telephone them during the day if their child is distressed or unwell. They appreciate the care staff take to ensure consistency for the children by finding out how children manage routines at home and asking about parents' wishes. The nursery seeks parents' views through surveys and responds to their suggestions well. The manager has agreed with parents' request that they hold a special event to celebrate the children's achievements as they reach the end of their time in the pre-school room. The nursery explains to parents if there is ever a need to change a procedure or if there are going to be any staff changes so that parents always know what is happening. The nursery prepares children well for the next stage in their education, so that this transition is an easy process. The manager communicates well with the schools children move on to and shares information about each child's progress. She is building closer links with these schools and also with childminders and the other settings children attend. The nursery works particularly closely with parents and other agencies when children need additional support. This liaison ensures that every child is fully included and able to make as much progress as possible.

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	EY279118
Local authority	Buckinghamshire
Inspection number	928860
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	112
Number of children on roll	94
Name of provider	Bright Start Nurseries Limited
Date of previous inspection	21/07/2010
Telephone number	01296 381479

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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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