

# Bright Eyes Day Nursery - Cheltenham

Knapp Villa, 6 Knapp Road,, Cheltenham,, Gloucestershire, GL50 3QQ

<b>Inspection date</b>	11/09/2013
Previous inspection date	28/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Children are not effectively safeguarded. Recruitment processes are weak, which means staff do not have appropriate checks to ensure they are suitable to work with children. These staff are left unsupervised with children, which puts them at risk.
- Risk assessments are not effective. Staff deployment is inadequate and does not ensure children are cared for by staff who have suitable training, skills and knowledge.
- Induction is not sufficient to help staff understand their roles and responsibilities with regard to children's learning and well-being.
- The provider demonstrates a poor attitude to meeting the requirements. She has failed to notify Ofsted of changes to the registration.
- Observation, assessment and planning of activities are poor which means children do not make enough progress in their learning. Staff do not carry out the progress check for children aged between two and three years and parents are not informed of or involved in their child's learning.
- Resources are disorganised, in poor condition and the rooms are not welcoming for children.
- Self-evaluation and monitoring procedures in the nursery are ineffective. The owner and manager do not effectively review or evaluate the provision and have failed to urgently address a number of key issues requiring improvement.

### **It has the following strengths**

- Staff are friendly and have positive relationships with parents and children.

### **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 spent time in each room in the nursery.
- The inspector talked to the staff.
- The inspector carried out a joint observation with the nursery manager.
- The inspector met with the manager and spoke with the owner.

The inspector looked through a sample of documents including children's records, policies and procedures, the nursery self-evaluation and action plan, the children's attendance record.

### **Inspector**

Karen Prager

## **Full Report**

### **Information about the setting**

Bright Eyes Day Nursery is a privately-run nursery in Cheltenham in Gloucestershire and is accessible by foot from the town centre. It registered in 2000 and operates from three playrooms in a converted, detached house in a residential area. The children have use of an enclosed, outdoor area with decking and bark surfaces, and they regularly visit the local park.

The nursery is open each weekday from 8am to 6pm all year round apart from public holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 39 children aged from three months to under five years on roll. The nursery supports children with special educational needs and/or disabilities and a number of children learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight members of staff; seven of whom hold appropriate early years qualifications. The owner and manager have an early years degree.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice requiring the provider to:

ensure people whose suitability has not been checked, including a criminal record check through the disclosure and barring service, do not have unsupervised contact with children being cared for

implement effective systems to ensure that practitioners and any other person who is likely to have regular contact with children, are suitable, including obtaining references

conduct thorough ongoing risk assessments to minimise risks to children

ensure the premises are kept clean and the resources arranged to be welcoming to children

take reasonable steps to ensure the safety of children, staff and others by ensuring staff and children are familiar with the procedure to evacuate the premises in case of fire or any other emergency

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

- put in place effective systems for the induction, supervision and development of all staff, to ensure they are aware of their roles and responsibilities, particularly concerning children's development and well-being and to promote continuous improvement
- increase staff's knowledge of the learning and development requirements in order for them to apply a successful system of observation, assessment and planning to make sure that activities build on what children already know and can do and to help them make progress in all areas of learning
- ensure staff have the necessary training and skills for their role, including training in safeguarding children and food hygiene
- review children's progress between the age of two and three years and provide parents with a written summary of their child's development
- share information with parents about their child's progress and how they can share learning at home

## Inspection judgements

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

Overall the provision does not meet the needs of the range of children who attend. Some staff have a poor understanding of how to support children's learning and development. This means that the educational programmes do not adequately cover the seven areas of learning in enough depth for children. Children merely occupy themselves and receive little support from the staff. During free play in the toddler room, staff offer very little interaction to the children to support and encourage their play. This does not encourage children's communication and language development or help them to develop a good attitude to learning.

Systems for observing, assessing and planning for children's development are weak. Staff do not closely observe children to assess what they can do and identify their next steps in development. This means that any plans that are in place do not match children's interests or focus on their stage of development. Staff have not thought in sufficient depth about why they are planning an activity. For example, staff do not plan activities to build on children's interests but those they know will occupy them. They plan for pre-school children to make animal foot prints because the day before they did butterfly prints, but do not link this activity to children's individual needs. Staff explain that the children have been enjoying learning animal noises. This lack of understanding about matching planning to children's needs and offering children suitable challenges means that children do not make sufficient progress. The lack of observation and assessments means that systems for completing the required summary check to parents, for children who are between two and three years old, is not in place.

Children develop an interest in books. They sit and listen to a story being read to them, and they sit and share a book with their friend. Children enjoy singing songs and they share these with their parents. They also are keen to explore different textures, as they play with jelly and they sit patiently at the table waiting for a member of staff to bring it to them. However, staff ask the children some closed questions that require only one word correct answers, such as 'what colour is it?' This means not all children respond and they are not encouraged to talk about their own thoughts and ideas.

Children enjoy daily outdoor play and staff respond positively to a child when they ask to play outside. However the activities and staff involvement are limited as staff supervise children rather than engage them in play to enhance their learning. Staff provide children with hoops and encourage them to swing them on their hips. However, there is little room for the children to do this, which means children bump each other. The activity is not matched to their developmental stage as it is too difficult for them to succeed. Children attempt to dig in the sand pit and transfer sand into a container. However there is too little sand to do this so children do not have a sense of achievement. Children who speak English as an additional language appear settled. However, staff do not take steps to help them use their home language, which limits their ability to develop confidence communicating with their friends and the staff.

Strategies for including parents are not focused enough on engaging them as active partners in their child's learning. Staff talk daily to parents about the activities their child has been offered and parents demonstrate that they value this information. They also enjoy reading their children's development record, which is accessible for them to read in the nursery or at home. However, as assessments are not kept up to date staff are not always able to offer parents current information about their children's development or how to support children's learning at home.

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

Children are cared for by staff who have not had suitable clearance, which is a risk to their well-being and safety. The key person system is suitably embedded as most children settle well when they arrive. Staff take time to comfort children who have only been attending a short time, and that are unsettled. This means children receive support to make emotional attachments to an identified adult. Staff demonstrate that they care about the children and they cheerfully talk to them throughout the day. Younger children settle calmly to sleep in a quiet space, with calming music.

The nursery environment is not welcoming to children and their families. The resources are disorganised; for example, the bowls and cutlery used at breakfast remain on the side in the room until after lunch and toys are not stored neatly on the open units to encourage children to choose them to play with. Although staff vacuum the floors each day they rarely move the units and toys, and dirt underneath is not cleared. Children's good health is not promoted as a result of this poor practice.

Staff do not take sufficient steps to keep children safe because they do not identify risks around the nursery. Staff do not consider where babies sit, which means they are at risk when older children play around them. For example, children rest on the carpet where older children run around them. Some doors pose a risk to children's safety of trapping their fingers. Children learn to hold the rail when they use the stairs. Children are seen to behave well during the inspection. Children show some consideration for others and share toys and resources. Children respond positively to praise given by staff. However, children are left to wander around, sometimes with little adult involvement, which affects their capacity to engage with activities and other children. This has a negative impact on children's personal, social and emotional development and does not prepare children well for their next stage in learning.

Children are beginning to learn about healthy lifestyles and they have some time each day to use the outdoor area and play in the fresh air. Older children are developing suitable levels of independence in their self-care skills. They learn, for example, that they must wash their hands before they eat. A healthy range of nutritious snacks and meals are offered and staff ensure that they consider children's additional dietary needs.

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

Children's safety is at risk as the provider and staff take inadequate steps to keep children safe. The provider demonstrates a poor attitude to ensuring that staff are suitably checked to be left alone with children. This inspection was carried out following concerns received regarding the safety of children at the nursery. . The inspection found that only two adults working with the children have received appropriate criminal records checks. Inadequate staff deployment means that children are cared for by staff who have not been cleared as suitable to work with children. Recruitment procedures are inadequate as references are not sought before appointment and weak induction procedures means that staff do not have sufficient support and supervision when they start work. Staff new to the nursery have not been informed of the emergency evacuation procedure, which means they do not know how to act appropriately if they need to evacuate the nursery. Although all staff are involved in preparing and handling food only the manger has received training in food hygiene. These are breaches of legal requirements and have a negative impact on children's safety and well-being. In addition, the nursery has had changes to the manager since the previous inspection and the provider has moved. Although the provider was aware that she must notify Ofsted of any changes she has not done so. It is a legal requirement to do so within 14 days. These are breaches of requirements and Ofsted intend to take enforcement action to ensure the provider makes the required improvements. This also means that some of the requirements of the Childcare Register are not met.

The inspection found suitability checks for all staff are in the process of being carried out. However, the provider has not taken robust steps to ensure the documents are processed as quickly as possible. Also the manager has not taken appropriate steps to put in place temporary measures to supervise staff. There is an appropriate safeguarding policy document in place. However, not all staff have received training to help them understand safeguarding issues and the policy and procedures. This puts children's safety at risk. Furthermore, the risks in the environment have not been identified to minimise the risk to children.

There has been a major change in staff team since the previous inspection. Although most staff hold an appropriate qualification several have only recently gained their qualification and their knowledge of children's learning and development is weak. As a result provision for learning is poor and the development of children is not monitored. The supervision of staff is inadequate. The newly appointed manager has taken some steps to improve the quality of provision since she started. She has spent some time in the rooms observing staff and modelling appropriate interaction. She has also held a staff meeting to explain the level of care she expects staff to provide. However, this has not been effective because planning is weak and staff are not adequately focused on what they need to do to support children's learning. The manager ensures that appropriate ratios of staff

working with the children are maintained and children with nappies are changed regularly so that children remain comfortable. Self-evaluation is poor and does not highlight key areas for improvement. Consequently, the nursery demonstrates a poor capacity to make ongoing improvements.

Parents have been provided with details about how to contact Ofsted, if they have a concern as a poster is displayed in the entrance hall. As a result, parents are able to act promptly if they have a concern. Staff spend some time speaking with parents at the end of the day so they know about the activities the children have done during the day. Parents spoken to are positive about the nursery saying they like the friendly staff and that their children are happy to attend. The manager is aware of her responsibility to work in partnership with other settings children attend or professionals involved in their care. Staff work effectively with other professionals to support children's care needs. For example, they seek training from nurses to support children's specific health needs such as administering medication for allergies.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- establish effective systems to ensure that the registered person, the manager of the provision and any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Criminal Records Bureau check; is of integrity and good character; has skills and experience suitable for the work (compulsory part of the Childcare Register)
- ensure Ofsted is informed of any change to the provider's name, address or telephone number (compulsory part of the Childcare Register)
- ensure Ofsted is informed of the appointment of a new manager (compulsory part of the Childcare Register)
- establish effective systems to ensure that the registered person, the manager of the provision and any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Criminal Records Bureau check; is of integrity and good character; has skills and experience suitable for the work (voluntary part of the Childcare Register)
- ensure Ofsted is informed of any change to the provider's name, address or telephone number (voluntary part of the Childcare Register)



- ensure Ofsted is informed of the appointment of a new manager (voluntary part of the Childcare Register)

## 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>	101879
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	935243
<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>	45
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Shirley Flook
<b>Date of previous inspection</b>	28/03/2013
<b>Telephone number</b>	01242 702772

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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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