

Bright Beginnings Nursery Limited

41 Snowberry Crescent, Denvilles, Havant, Hants, PO9 2FE

Inspection date	18/12/2013
Previous inspection date	12/03/2013

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

- The nursery manager has very strong leadership skills and high levels of organisation to fully and effectively monitor all areas of the provision.
- Staff successfully involve all parents in children's learning and development, they value parent's opinions and contributions and use every opportunity to share information and build their knowledge of individual children.
- Key person staff have a highly accurate understanding of children's skills, abilities and their progress levels and this supports the rigorous targets for children's individual progress.
- Staff positively work together and consistently share information. They provide excellent opportunities for siblings and all children to join together at times across the age groups and this consistently supports all children's emotional development and increases their sense of belonging.

It is not yet outstanding because

- There are less opportunities for some staff to further develop their knowledge and expertise and widen their experiences to benefit the needs of all children attending.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector arrived and explained the inspection process to the manager whilst showing identification documents.
- The inspector viewed the premises indoors and outside, and spoke with the provider.
- The inspector observed activities and communicated with staff, children and parents.
- The inspector viewed a range of documentation.
- The inspector provided feedback and gave the inspection judgements.

Inspector

Christine Clint

Full report

Information about the setting

Bright Beginnings Nursery Limited registered in 2009. The nursery is privately owned and operates from ground floor premises in Denvilles; a residential area on the outskirts of Havant in Hampshire. There are two main nursery rooms for different age groups, with sleep and toileting facilities. The nursery is open each weekday from 8 am to 6 pm for 50 weeks of the year. All children have access to a secure outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 53 children in the early years age group on roll. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disability, as well as, children who speak English as an additional language. The nursery receives funding for free early education for children age three and four years. The owner is a qualified teacher and she employs a qualified manager with Early Years Professional Status. In addition, there are eight members of staff with National Vocational Qualifications in childcare and early years education at level 3. The setting currently employs two apprentices who are continuing to train.

What the setting needs to do to improve further

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

- enable all staff to update their knowledge and further develop by introducing and creating wider roles and sharing the expertise of individual staff across the nursery provision.

Inspection judgements

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

The manager and staff continually plan and provide a wide range of interesting and challenging activities to meet children's learning needs. They include ample variety, choice and freedom of movement for all the children in each age group. Babies who are becoming mobile are strongly encouraged to explore and investigate in their secure area. They safely reach toys and find many items of interest at their level. They are lively and active; they learn to pick-up toys, they expertly hold and move items. Babies show increasing skills of strength and good physical development. They are constantly encouraged and inspired because they see the toddlers at all times, though the transparent room dividers. The close working relationships between staff and the shared daily routines provide a seamless transition for children when moving from the baby section to the toddler group.

All key person staff have high expectations for all children and they competently use children's interests and abilities to plan for future learning. For example, older children

have short daily sessions to learn letters and sounds and this has naturally extended children's interest in practising letter shapes. Children proudly write their names on their pictures, talking about how each letter sounds. They are confident learners and communicate well with each other throughout their play. Children talk about what they plan to draw and they describe the bodies of insects and count the number of legs they have added. Children are very keen to make progress in drawing, writing and painting and staff immediately recognise and respond to their effective use of colour and design. Children accurately make puzzles and show delight when they complete these. They quietly spend time on the computer, increasing their concentration and fine motor movements when guiding the mouse.

Staff are very aware of the importance of providing toddlers with space and freedom to move and make choices. Younger children are secure, happy and confident, they are developing an understanding of role play and often choose to wear role play clothes for extended times. They are curious and persevere with some tasks, for example, fitting individual coloured balls precisely into a small net and maintaining attention and focus. Staff often make eye contact and effectively use sign language to ensure that individual toddlers learn to communicate. They repeat words clearly to extend children's vocabulary through meaningful actions. For example when sitting together to use the scissors and practise cutting, children learn new words linked with safety as well as the object and the actions. This effectively reinforces children's vocabulary and their understanding.

All staff have strong teaching abilities and they follow very organised systems for recording and planning children's progress. Some staff have attended more recent training to update and develop specialist knowledge, but not all staff have opportunities to widen their roles and extend their skills to benefit individual children's learning. Staff fully understand the prime and specific areas of learning. They efficiently record observations of children's progress across the appropriate areas of learning and use these to plan for children's next steps in development. They provide termly summaries of all children's progress and successfully share these with parents. This clearly meets the requirement for providing a progress check for two-year-old children attending. Staff actively engage with parents at every opportunity and parents respond eagerly to share information. They provide detailed development information at the start of childcare arrangements and they see and contribute to their children's learning records very regularly.

The manager has developed wider systems of reviewing children's progress and this enables her to recognise any gaps in children's achievements at any stage. In this way the manager is highly confident in meeting all planned achievement levels. Staff also plan ahead and organise visits from reception class teachers. They develop children's role play using uniforms from schools in the locality and they provide pictures of children's new schools and classrooms. This enables children to have information and explore their feelings in preparation for school and future learning.

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

All staff have a comprehensive understanding of their key person role. They also responsibly share information with other staff to support the 'buddy' key person system and maintain continuity for the children attending. Staff work very positively together across the nursery rooms to tailor the care to meet children's individual needs. For example, they fully recognise when babies are developing successfully and showing interest in the activities of the toddlers. The close proximity of these different aged children clearly enables staff to individually introduce children to the next stage of their learning and development. In this way, children learn from a very early age to build relationships with each other. They also have frequent opportunities to share times with siblings in the pre-school section or to mix socially at Christmas parties or special events. These occasions help all children to gain a sense of belonging and this fully supports their emotional development.

Older children demonstrate very positive behaviour. They show a clear understanding of being polite, for example, saying 'excuse me' when they want to speak and someone else is also speaking. Children listen to staff and respond appropriately, they know the daily routines and they mostly follow these independently. For example, some older children still need to rest after lunch and staff let them decide whether they sleep or have a quiet time. The freedom to make choices and the high staff ratios fully support children's growing independence in each nursery room. The nursery is very well-resourced and this fully supports children's all round development. Staff give children ample time to follow the daily routines and to follow their independent free-play. These gentle reminders also promote a positive response from the younger children attending.

Older children competently learn to follow hygienic routines of hand washing. They have immediate access to the toilets and they use the automatic hand drier frequently. They eat healthy, well-balanced food that is cooked on the premises and they have regular snacks and drinks to sustain their energy levels. All children have daily outdoor activities in most weather conditions to further extend their physical development. The outdoor play provision is widely varied and children have ample space to run and throw balls, to climb and clamber on the large wooden train and dig in the sand. Children can gain a wider understanding of the world through seeing the countryside around them and this interests them and develops their language skills. Babies and toddlers have a secure area within the garden and this separation provides a safe environment. Older children learn to recognise the importance of safety and assessing risks and hazards through following the rules for outdoor play. For example, they tell each other that only four children can use certain equipment at the same time and they understand the rules for safety when climbing on the train. All children take part in regular fire drills and these fully encourage children's understanding of the importance of reacting promptly for safety.

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

The nursery management team is strongly organised with a clear and focused attitude towards their responsibility for promoting children's learning and development. There is a high level of organisation and leadership involvement across the provision. The manager

and the provider show consistent levels of support for all staff and apprentices and this continually promotes strong team work. The manager has effectively introduced a wider range of systems to monitor all areas of the provision and especially to promote the consistency of children's records of learning. In this way, the manager is successfully closing any gaps in children's achievement levels by working with staff and other agencies to promote individual progress.

There are full written policies and procedures for all areas of the provision. Staff read and sign these during their thorough induction process. Parents have opportunities to read all policies and procedures and this includes the detailed safeguarding policies. Staff attend safeguarding training and they have a good understanding and awareness of recognising any signs and symptoms of concern. They know their responsibility to share this information and the manager reinforces their understanding by providing opportunities and reminders at every staff meeting and supervision time. Staff also know how any allegations against them or the nursery provision will be managed. The manager has comprehensively followed the requirements for recording and responding to any complaints. She has also compiled a clear and well-organised record of risk assessment. There are daily building checks in each room and for the outdoor play area. Staff have a rota for these responsibilities and they often share ideas with children during play and activities to increase children's awareness of safety.

There are well-documented systems for ensuring the suitability of all staff working in the nursery. The detailed and regular process for including staff appraisals also maintains staff ongoing suitability. The manager works very closely with all staff and apprentices and she has encouraged some staff to take specialist roles of responsibility and increase their knowledge and understanding.

The manager has extensively evaluated the provision. She has used regular feedback sessions with staff and parent consultations to fully evaluate all areas of the provision. This enables her to have a clear focus on improvements and to continually work towards maintaining and raising the quality of the provision. There is very clear evidence to show how the staff work with other agencies to manage and promote children's development. The newly introduced shared information books for joint child care show how staff also work closely with other providers to measure and plan for individual children's learning.

All staff competently promote partnerships with parents. They encourage parents to spend time at special events and they value parents' opinions. The manager has concisely re-organised the content of the initial information form that parents complete and this fully explains children's development, their needs and characteristics. In this way staff build their relationships with children and families and these strong links promote a natural process of engagement.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY393698
Local authority	Hampshire
Inspection number	942542
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	53
Name of provider	Bright Beginnings Nursery Limited
Date of previous inspection	12/03/2013
Telephone number	02392450758

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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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Piccadilly Gate
Store St
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M1 2WD

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