

Bright Futures

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

Inspection date	19/12/2013
Previous inspection date	30/07/2013

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

- Staff undertake observations of children as they play. Activities generally support children's learning and development, in which children make satisfactory progress.
- The nursery has appointed a new manager who has been proactive in identifying and prioritising areas that require improvement. This shows a commitment to continued improvement.
- Staff have an understanding of safeguarding and risk assessment. As a result, risks to children are identified and minimised.
- Partnerships with parents are effective. Information is regularly shared and parents' comments are welcomed by all staff.

It is not yet good because

- Assessment and the consistent identification of children's next steps in learning is not yet embedded in practice. This means that planned activities do not always offer appropriate challenge in all areas of learning.
- Some staff miss opportunities to skilfully question children, to build on their ability to think critically.
- Resources are not always used effectively to support children's needs.

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, parents, staff and the manager throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the deputy manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.

Inspector

Elisia Lee

Full report

Information about the setting

Bright Futures was registered in 2013 and is 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 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two hold qualifications at level 4, six hold qualifications at level 3 and two members of staff hold qualifications at level 2.

The nursery opens Monday to Friday all year round, from 7am until 6pm. Children attend for a variety of sessions. There are currently 86 children attending who are in the early years age group. The nursery receives funding for the provision of free 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 assessment and tracking are consistently used to identify the next steps in children's learning and to understand children's level of achievement, to ensure that the educational programme provides learning experiences to meet their individual needs and offers challenging learning opportunities so they make good progress in all areas of learning.

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
- enhance resources in the indoor and outdoor areas to further support children's learning and especially their self-initiated play.

Inspection judgements

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

Staff have a satisfactory knowledge of the Early Years Foundation Stage and plan activities based around children's interests and set topics. Educational programmes sufficiently cover the seven areas of learning and as a result, children satisfactorily gain the necessary skills in readiness for school. However, at times the educational programme can lack challenge for children. For example, children make snowmen for a display but are not given enough challenge through the activity as staff pour paint for children and laboriously use one pair of scissors with a group of children. This means that children have to take their turn, which results in children becoming restless. In addition, there are limited opportunities for making marks that support early writing skills. Staff undertake regular observations of children as they play; this allows them to become familiar with children's likes and dislikes. However, assessment and tracking of children's progress does not consistently identify targeted next steps in learning for children. Therefore, planned activities do not always reflect or shape challenging learning experiences for children. This results in learning experiences that are not always precisely matched to children's individual learning needs. As a result, children make satisfactory, rather than good progress.

Learning and teaching is satisfactory. Children initiate their own play and access resources independently. For example, children access construction bricks and begin to build towers of blocks. Staff support children through role modelling resources, playing with children and providing a running commentary. For example, staff model counting to five as they support children in using the construction bricks. However, while staff talk with children, they do not always skilfully question children as they play, which means that opportunities to extend children's learning are missed. For example, staff ask children which resources they would like to play with but then answer on their behalf. This does not allow time for children to consider their answer and verbalise a response. As a result, the impact of teaching on children's progress is satisfactory rather than good. Children who speak English as an additional language are supported through using dual language resources, staff inviting parents in to learn keywords in children's home language and through staff working with other professionals, such as the interpreter service. Children who have special educational needs and/or disabilities are supported through the nursery having a designated special educational needs co-ordinator, liaising closely with parents and working with local authority support advisors to devise individual education plans to provide targeted support to children.

Effective partnerships with parents are in place and staff welcome the views of parents through using a suggestion box, daily home books, parent questionnaires and daily verbal feedback. Parents are invited to be part of the assessment process through contributing to baseline assessments, the progress check at age two, attending parents' evenings and undertaking observations at home. In addition, the nursery has recently implemented 'wow' observations which allow parents to share and celebrate the activities children have been doing at home. Children are supported with continued learning in the home through

accessing a resource lending library and speaking with key persons who advise on how parents can further support children's development in the home.

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

An appropriate key person system is in place. Children start at the nursery on staggered starts which means that parents can discuss children's needs, children can feel settled and parents can build a trusting relationship with their child's key person. The key person system is flexible in the event that a child naturally makes a closer bond with another member of staff. Staff are positive role models and interact with children at their level. For example, staff sing familiar rhymes and play with children. Children's emotional well-being is supported and staff are quick to attend to children if they become upset or unsettled. For example, children's needs are quickly addressed as they come in from outdoor play with wet clothes. Positive behaviour is appropriately encouraged through consistent praise and staff modelling expectations. For example, staff remind children to hold the hand rail as they use the stairs to access the outdoors.

Staff show a suitable understanding of risk management. Daily safety sweeps are undertaken to identify and minimise risks to children. For example, on the day of the inspection heavy winds the previous evening had blown down a fence panel in the outdoor area. The manager undertook a risk assessment prior to children using the area. In addition, risk assessments are carried out before children attend any trips or outings in order to identify and minimise potential risks. Staff follow procedures which support safety. For example, visitors' identification is checked prior to entry, a visitors' book is used and staff open the door to every visitor so that they know who has entered the building. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations of the building. Children's independence is supported. For example, children are encouraged to use the bathroom independently and develop self-care skills. Children access resources which are stored on open shelving. However, while resources are age-appropriate throughout the different nursery rooms they are not always used effectively to support children's developing skills. For example, children play with play dough but are not provided with a roller, children use crayons but they are not sharpened and children do not have a full range of paint colours to choose from. This limits children's self-initiated play.

Children learn about healthy lifestyles through daily access to the outdoor area. However, outdoor resources are limited and do not always support children's needs in all areas of learning. In addition, children take part in music and movement sessions and walks in the local environment. For example, children have recently visited a garden centre to purchase a Christmas tree and a local supermarket to buy baking ingredients for Christmas cakes. There is a designated cook in the nursery who offers a varied menu, freshly prepared on the premises each day. The cook takes into consideration parent requests when planning new menus and caters for all dietary requirements. Children are supported at times of transition. Staff invite teachers from local schools into the nursery so they can observe children at play and discuss developmental needs. This helps children to prepare for change and readiness for school.

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

Staff have a sound knowledge of safeguarding issues. This inspection was a brought forward inspection due to a safeguarding allegation at the nursery. Following an in-depth investigation by the management team, appropriate procedures were followed in accordance with the nursery's staff disciplinary policies and procedures. Staff are aware of the procedures to follow should they have a safeguarding concern or be concerned about a child's welfare, and attend regular child protection training. The management team and staff closely follow procedures as identified in the nursery's policies and procedures. For example, staff are able to discuss the whistleblowing policy and management is proactive in dealing with concerns brought against staff members. Children are suitably protected as staff supervise them well. For example, the nursery uses a secure password system should an unknown adult arrive to collect a child and keeps thorough records of accidents and attendance, which helps staff to further protect children and promote their welfare. There are effective processes for selection and safe recruitment of new staff. A new manager has recently been appointed and has thorough knowledge of effective selection and recruitment through ensuring that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting at the group. Staff are supported through regular appraisals and supervisions.

Staff have a satisfactory knowledge of how to support children in their learning and development. They role model the use of resources and play with children at their level. Deputy managers monitor practice and staff developmental files and have worked effectively as a team before the new manager was appointed to continue with good practice. The new manager has identified that this is an area where she will be taking a more active role and has a clear vision of how to improve the nursery further. For example, she plans to complete role modelling sessions and introduce a peer mentoring system which will help staff to identify and share good practice. The manager oversees the tracking documentation. This means that any gaps in children's learning are identified so that effective support can be put into place. For example, extra support from the local authority is gained when writing individual education plans for children so that plans are well targeted to children's needs. Staff training needs are discussed at appraisals and regular staff meetings and a training audit has recently been completed, identifying targeted training for all staff. Teaching practice is adequate and children make satisfactory progress in their learning and development. This is because children's next steps in learning are not always identified and planned activities do not always present challenge for children to maximise their learning and development.

The new manager and staff have been proactive in identifying targets for improvement that require addressing. For example, staff would like to further develop partnerships with health visitors as part of the progress check at age two, develop assessment and tracking systems to better identify children's needs, develop planning to offer greater challenge to children, hold a parents' evening and purchase further resources to provide enhancements for children's learning. The manager welcomes the views of parents to further improve practice. Overall, this shows that the staff are committed to improving practice. Partnership working is in place and staff work well with other professionals. For example,

staff share information with other providers who care for children. The nursery has links with local authority advisors, health professionals and local schools.

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	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	EY456634
Local authority	Salford
Inspection number	943973
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	86
Name of provider	Wow! Kids Limited
Date of previous inspection	30/07/2013
Telephone number	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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