

Bright Beginnings Private Day Nursery

Mission Rooms, Barton Turn, Barton-Under-Needwood, BURTON-ON-TRENT, Staffs, DE13 8EB

Inspection date	21/02/2014
Previous inspection date	04/11/2008

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 are happy, well behaved and relate well to the staff team. This is because their individual needs are effectively met through good partnership working with parents, which results in clear information being continually exchanged.
- Children are constantly supervised by the well-deployed staff team, who implement effective health and hygiene routines. This helps to keep children healthy and safe.
- Children are effectively safeguarded because robust systems are in place to ensure all staff have a secure knowledge and understanding of child protection procedures, which ensures they act appropriately to safeguard children.
- The environment is well planned and well resourced. Children enjoy accessing the wide range of activities on offer both inside and outside.

It is not yet outstanding because

- There is room to provide further regular opportunities to enhance the older children's knowledge and understanding of linking sounds to letters
- Staff are generally well supported, however, there is scope to increase support for some new members of staff in developing their interactions to encourage higher level thinking skills in 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 observed activities, children and staff interactions throughout the session.
- The inspector sampled a range of documentation, checked suitability of staff and the qualifications of staff working with children.
- The inspector observed snack time and lunchtime.
- The inspector looked at children's assessment records and a selection of policies.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.

Inspector

Dawn Robinson

Full report

Information about the setting

Bright Beginnings Private Day Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a Limited Company. It is situated in a converted chapel in the Barton under Needwood area of Burton upon Trent. The nursery serves the local area and is accessible to all children. It operates from three rooms and there are two enclosed areas available for outdoor play. The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications, including one at level 5, one at level 4 and 9 at level 3.

The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions, including before and after school, and during school holidays. There are currently 66 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance older children's understanding of linking sounds to letters by providing more frequent opportunities which build on the children's current knowledge and skills

- increase support for some new staff to enhance their knowledge of how to fully enable children to develop a higher level of thinking in order to extend learning.

Inspection judgements

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

Staff provide a broad range of interesting activities which are purposeful and developmentally appropriate. As a result, children's learning and development needs are effectively supported. Staff clearly know the children well, who they are working with and where they need support. The wide range of activities regularly incorporates children's interests and therefore, promotes their enjoyment. Planning is in place and is developed from observations, taking into account the interests of individual children and their next steps. Children's communication is well supported throughout the nursery. Staff in the baby room reinforce the sounds that children make and spend time helping older, more

vocal babies to expand and develop their basic communication skills. They encourage young children to make animal noises as they play with the farm animals and press the corresponding sound button on a book about farm animals. Older children communicate with growing confidence. They enjoy playing with 'walkie-talkies' in the outside area, hiding from their friends and using the 'walkie-talkies' to communicate with each other. These interesting resources also encourage children's development of skills in information and communication technology. The children participate in activities which promote early phonic skills and the linking of letters and sounds. However, for the older children there is scope to develop these activities further with regular daily sessions.

Throughout the nursery children explore and experiment with a range of media through sensory exploration. For example, babies are dressed in white baby gowns and allowed to explore paint with their hands and feet and make marks with the paint by using different parts of their bodies. There are opportunities for children to paint and add other materials, such as glitter and shapes to enhance their work. Older children are provided with coloured rice which they use to make 'cakes' by mixing the rice and transferring it to different sized bowls or paper cases using various sized spoons. They transfer coloured spaghetti to bowls using tongs to develop the strength and coordination in their fingers and ultimately their ability to control a pencil. Enthusiastic staff use a parachute to engage young children in counting songs and rhymes. The children enjoy taking turns and playing cooperatively as they move the parachute up and down and hide under it. Children's physical development is extended further as the children thoroughly enjoy the regular opportunities to access the small, but well-resourced outside areas. They are actively encouraged to develop their control, balance and coordination skills as they play on the small trampoline supported by an adult or skilfully balance on scooters. The outside area also provides opportunities for children to create sounds in the purpose built 'musical stage' area. Children develop their understanding of the world through a varied range of appropriate activities and resources. Children enjoy opportunities to celebrate different festivals or cultures. These are made all the more meaningful as they link with other local providers to enjoy a wide range of activities during a multi-cultural day. The older children develop their mathematical skills using everyday opportunities as they take it in turn to prepare the tables for lunch by matching the cutlery to each plate. Staff encourage children's independence as there are regular sessions during the day where children can choose what they play with. Even children of a younger age move around with purpose as they go to the next activity. Children have access to a wide range of mark making tools and older children are encouraged to write their own name which supports their early writing. These activities help to prepare children for their next stage in education, which is normally school.

Parents are valued as active contributors to their child's learning and development. Staff have developed strong links with parents. They gather a wide range of information from them at the point of entry to establish children's starting points and care routines, helping to support children's transitions into the nursery. This helps the child's key person to build an accurate picture of children's development. Parents are offered regular opportunities to see their child's progress in their learning journal records and to speak with their child's key person. Parent meetings are offered at regular intervals during the year to enable formal feedback to be shared about their child's learning and development. In addition, staff in the toddler room effectively complete the progress check at age two, which

provides parents and other professionals if required, information about children's areas of strength and where progress is less than expected. Parents of younger children are provided with a wealth of information about how to support their child's learning at home. For example, leaflets are provided with guidance and activities to support sharing books at home or talking to babies. Staff provide very effective support for children with special educational needs. They are proactive in identifying concerns and seeking appropriate support, so that each child achieves their full potential. The well-organised notes clearly evidence the support for the child, the progress they are making and the other professionals who are involved.

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

Children are well cared for in a safe and welcoming environment. Staff know children well as the key person system is very effective in practice. Photographs of the children in their key person groups and the 'Proud clouds' which display achievements both at home and in the nursery are exhibited throughout the nursery and raise children's self-esteem and sense of belonging. As a result, children are emotionally secure. Children behave well and there are effective systems in place to support and encourage positive behaviour. They work happily alongside each other as they learn to share and take turns. Staff deploy themselves well and very attentive to children's needs, to ensure they are reassured and comfortable. Babies and toddlers are provided with a comfortable area to rest and sleep. They have their own individual clean bedding and each child has a care plan placed on their bed providing details about their individual needs. Staff monitor the children every 10 minutes to ensure their comfort and safety.

Children have good opportunities to learn how to lead a healthy life style. They are active and understand the benefits of physical activity. All children access the outdoors for fresh air and exercise in the nursery grounds. A small 'Forest school' area has been created to provide children with opportunities to use natural materials. It is based around a log pile which represents their 'camp fire'. Throughout the year children enjoy sitting around their 'camp fire' singing songs and listening to stories as they enjoy their drinks of hot chocolate. In addition, the children are taken on walks to the local marina to feed the ducks and visit other outdoor attractions in the local area. Children's healthy growth and development is promoted because they are provided with a good range of healthy and balanced meals and snacks. Children understand about healthy eating and display pictures of food which they enjoy at nursery. Older children serve their own meals. Robust procedures ensure that the cook and all staff members are clear about children's special dietary requirements, preferences and allergies. This ensures their needs are met and respected. Babies feeding routines are followed and toddlers are encouraged to use appropriate cutlery to feed themselves. Staff implement effective hygiene routines to enable children to adopt healthy habits, such as washing their hands before eating their snack and after using the toilet. This helps to prevent the spread of infection. Meal times in all rooms are social occasions where staff and children sit together in a family atmosphere to eat.

The premises are well resourced to provide children with an environment in which to learn and develop. Children are encouraged to take responsibility for age-appropriate tasks.

They put on their own coats for outdoor play, help tidy away the resources and put their aprons on for messy play. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. New children settle well because staff take time to find out about each child's background, their preferences and usual routines. This helps to ensure continuous and consistent care for the children and effectively aids transitions from the children's home into the nursery. Parents are provided with transition sheets on entry to nursery which provide photographs of staff in each room and general information. Transitions between rooms are managed well and similar transition sheets are used during subsequent transitions within the nursery. Children enjoy settling-in periods in their new room before moving which enables them to become familiar with their new surroundings and key person. As a result, children make new friends and develop the confidence to explore and try different experiences. Arrangements for children who move onto school are good. Staff take time to talk to teachers from local schools as well as visit them before children leave the provision, to allow their new teachers to have an understanding of children's development. Dressing-up clothes in the role play area incorporates uniforms from schools which children will attend to help them become familiar with how to put on the clothing from their new school. This ensures that the transition between nursery and school is a positive experience for the children.

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

Management and staff fully understand their roles and responsibilities in promoting the safety and welfare of the children. A broad range of written policies and procedures, including a safeguarding policy, support the safe and effective management of the provision. Clear recruitment procedures mean that staff are checked for their suitability to work with children. Secure entry and exit procedures ensure that unknown persons are not able to gain access to the setting. In addition, CCTV along with an intercom allows staff to monitor the entrance to the building and areas within the nursery. This makes sure that all visitors and parents to the setting are identified before being allowed access to the children. The areas within the nursery are also carefully supervised. Management and staff are fully aware of the indicator signs of abuse. Clear procedures are in place if an allegation is made about a member of staff and if staff have any concerns about a child in their care. Regular risk assessments and daily checks are established to guarantee that appropriate measures are in place to avoid dangerous situations occurring. As a result, children are cared for in a safe and secure environment.

Managers and their staff team have a secure understanding of children's learning and development. There are good systems in place for monitoring the planning, observations and assessments made by staff. The managers use a tracking sheet to identify any gaps in children's learning or within the provision. However, they have identified that the current tracking sheet requires further development and are being provided with support from the local authority to improve this. The managers take time to observe the staff and their interactions with children. Generally, staff interact well with the children, however, support for all new staff is not fully effective to help improve their teaching to focus on raising children's thinking skills to a higher level. The setting has recently employed several new members of staff. Induction is robust and is very effective in informing practitioners of

their roles and responsibilities. Regular supervisions and annual appraisals ensure that any training needs are identified and staff's professional development is given a high priority. Regular staff meetings are held, allowing the managers to discuss any key issues and for staff to air any concerns they may have. Staff, parents and children are encouraged to contribute to the settings self-evaluation which is used to identify and prioritise areas for improvement. Since the last inspection, the nursery has taken steps to address the recommendations raised. For example, the nursery has further developed the range of resources and planned activities to promote and value diversity and difference.

Partnerships with parents and carers are strong. Parents comment on how happy and settled their children are at the nursery. They speak highly of the caring staff who regularly inform them about their child's day. Parents are seen as the first educators of children at the setting and an integral part of the day-to-day practice within the setting. Their views are regularly sought, through questionnaires, suggestion boxes, parents comment sheets, parents' evenings as well as daily verbal discussion. In addition, parents are encouraged to share observations of children's learning from home using a kite sheet, enabling them to contribute useful information about their child's learning and development. Furthermore, a good range of information is displayed around the nursery, such as, play plans, daily routines, staff's photographs, newsletters and a good range of well-written policies and procedures. This helps parents understand how the nursery operates and what current events are occurring so they have the opportunity to be involved. Partnerships with other providers, such as the local schools and early years settings are effectively established. For example, Reception teachers are invited to the nursery to meet and begin to develop relationships with the children. Staff are alert to the early signs of needs of the children that could lead to later difficulties. They have secure procedures in place to seek expert advice from other professionals, such as the speech and language therapist. This ensures that appropriate interventions are secured and children with special educational needs and/or disabilities receive the support they need. For example, focused targets are set to help children progress in their learning and development. Above all, children have fun and are happy and settled. They thoroughly enjoy the time they spend at the nursery and the skills they learn help to prepare them to be ready for school and lay firm foundations for the future.

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	EY371332
Local authority	Staffordshire
Inspection number	858058
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	66
Name of provider	Helena Mills and Zoe Sutton Partnership
Date of previous inspection	04/11/2008
Telephone number	01283 712 112

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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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