

Bright Futures Day Nursery

Swallow Lane, Carrbrook, Stalybridge, Cheshire, SK15 3NU

Inspection date	03/04/2014
Previous inspection date	09/02/2009

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

- Partnership with parents is an integral part of the provision. This collaborative approach effectively promotes children's continuing care and development.
- Children develop secure attachments to staff. This is because key persons take time to find out about children's needs and interests before they start.
- Observations and assessments inform plans, which means that activities are tailored to individual needs and support children to make good progress across all areas of learning.
- Staff have secure understanding of the safeguarding and welfare requirements and therefore children play in a safe and welcoming environment.
- The nursery uses reflective practice and robust procedures to monitor the quality of teaching in order to drive continuing improvement.

It is not yet outstanding because

- There is scope to build further on partnership working to ensure that relevant information is consistently shared, so that planning for children in the after school club stems from a clear knowledge of what they have learned in school, particularly with regard to healthy eating.

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 toured the areas of the premises used by children.
- The inspector observed staff practice and their engagement with the children.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records of achievement, observations and assessments and a range of other relevant documentation.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector discussed the nursery's self-evaluation form and improvement plans.
- The inspector took account of the views of children and parents spoken to on the day of the inspection.

Inspector

Cathleen Howarth

Full report

Information about the setting

Bright Futures Day Nursery opened in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, and is privately owned. It operates from a detached, single-storey building close to Buckton Vale primary school, Stalybridge. The nursery serves the immediate locality and also the surrounding areas. All the children who attend the out of school club attend Buckton Vale primary school. The nursery is open Monday to Friday from 7.45am until 6pm all year round except on bank holidays and over the Christmas period. Children attend for a variety of sessions. Children are cared for in five base rooms within the nursery and they all have access to enclosed outdoor play areas. There are currently 80 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children for whom English is an additional language. Currently 20 staff work directly with the children, all of whom have appropriate early years qualifications at level 2 to 6. The nursery has attained a quality assurance award from the local authority.

What the setting needs to do to improve further

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

- build further on the partnership with schools in order to ensure that relevant information is consistently shared and use this information to plan appropriately for their future learning, particularly with regard to the healthy eating programme.

Inspection judgements

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

Parents are asked to provide information about their child's starting points when they begin at the setting. This information is used consistently to plan activities to support children's next steps. Parents are routinely kept informed of their children's progress towards the early learning goals. For example, through children's record of achievement, learning journey, parents' evenings, contact sheets and the 'wow' board. They also use a home link book. These measures are effective because the information that is routinely shared with parents is used to promote children's learning at home and at the setting. Children take it in turn to take soft toys and dolls home, such as, Dazzle the dragon, Chilly the cat and Molly Moonbeam the doll. Parents and children complete their daily diary. Children look out for things at home, which begin with certain letter sounds and they record their findings. When Olly the bear goes home he has a bag of spare clothes, so that children learn how to use zips and buttons to dress and undress him. Children make sure Olly uses his toothbrush after he has eaten. They take photographs of what Olly does and where he goes, such as on a train ride and shopping. This information is also shared at show and tell time at the nursery to further promote children's self-esteem and

communication and language skills.

Most children are working comfortably within the typical range of development expected for their age taking into account their starting points. This includes children who speak English as an additional language and other considerations, such as, special educational needs and/or disabilities. Where children's starting points are below those of other children of their age, for example, where they have speech and language delay, assessment shows that they are improving consistently over a sustained period and the gap is closing. The impact of effective teaching strategies, relating to the Every Child a Talker (ECAT) programme has a positive impact on the outcomes for children. Parents contribute towards the children's word bank, to continually extend children's vocabulary and to help them build sentences, so that before they start school, children are confident and skilled communicators. The quality of teaching is effective because there is a system in place to monitor and improve teaching and learning. Children's development in the prime areas of learning is promoted well and interwoven in all activities, including provision for outside play. At registration, preschool children talk about the weather and how to prepare for outside play. Therefore, children are purposefully involved in planning for their learning and they are clearly acquiring the skills, attributes and dispositions they need to be ready for school, or the next stage of their learning. Children experience a variety of learning opportunities to match their different learning styles, building upon what they already know. For example, outdoor play is always linked to children's learning in other areas, such as, seasonal changes, life cycles and their growing independence. When children play outside they improve their skills of co-ordination, control, manipulation and movement. They clearly enjoy their time at the setting and activities are challenging and interesting. Familiar and newly introduced vocabulary is skilfully used and children who speak English as an additional language are supported consistently well. Staff sign and use pictorial flash cards to communicate 'sit', 'look', 'quiet', 'listen', and 'happy'. Staff know individual children well and children's next steps are effectively supported. For example, children have great fun playing with rubber dinosaurs. Some children may be hesitant to play in water, so staff encourage children to find their dinosaurs hidden under water. They soon enjoy splashing about in the water, using their imagination when two dinosaurs meet under water. Staff effectively model skills involved in play, such as, filling and emptying water jugs. They interact meaningfully with the children, asking questions and making suggestions to support their learning. They are clearly familiar with individual children's key vocabulary and they purposefully support children in their use of key words. For example, through colour, number and shape recognition. They read with children from fiction and non-fiction books and they attractively display children's art work for parents to view.

There is an established system in place for the children's key person to complete the progress check at age two in partnership with parents and others when required. Staff know to focus on the prime areas of learning, understanding early identification of need and early intervention if necessary to help narrow any identified gaps in children's achievement. Children's records of achievement, which include ongoing assessments are well-maintained and used to plan a wide range of stimulating activities to reinforce and extend children's learning further.

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

Staff support new children well. Parents are given time to settle their children into the setting. The atmosphere at the nursery is calm and welcoming and children soon feel comfortable in the new situation. A well-organised key person approach helps children to form secure attachments with those working with them. Children's growing independence is supported well by the consistent use of quality furniture and equipment. For example, the very young use low-level table and chairs and low level cots and sleeping mats are used in the baby room. Staff support children to play and learn together and to develop control over their actions. Consequently, children behave well for their age and stage of development. Staff consistently make their expectations of behaviour clear. For example, children know they are not allowed to run around inside, to avoid accidental injury. The layout of quality resources and equipment effectively promotes children's care, learning and development and children are fully engaged and motivated at all times.

Children play in a clean and safe environment, which is risk assessed to minimise potential hazards to children. For example, the pirate ship in the outdoor play area is not used until it has been sanded down to prevent children from getting splinters. Staff understand that getting a good start in the early years enables healthy all-round development and lays the foundations for long-term well-being. This is effectively promoted through the provision of good nutrition, fresh air, energetic play and opportunities for children to play quietly, rest and sleep. As a result, children are learning the importance of keeping healthy. They know to wash their hands before they eat their meals. The nursery has recently attained a Nutrition and Oral Health award for carers of the under-fives. Staff seize every opportunity to encourage children to talk about food and nutrition. They know children's individual likes and dislikes well and reluctant eaters are always encouraged to taste and describe the nutritious food that is provided. Meal time is a social occasion when children relax and sit together around the table. However, staff are not well informed about what children at the out of school club eat at school. This hinders staff in helping children to learn about healthy eating.

Children are clearly developing an awareness of the feelings and needs of others as well as the consequences of their actions. They use language of social interaction appropriately, such as, 'please' and 'thank you' and they are learning to share and take turns. Personal care tasks, such as, nappy changing and toilet training are undertaken by staff in a caring, sensitive way and in accordance with parents' wishes. When the need arises and with written parental consent, staff administer medication to children. Accidents and existing injuries are also recorded in partnership with parents to promote children's continuing care. Measures like these, with consistent support from staff, enable children to make healthy choices, feel secure and encourage behaviours that effectively promote children's good health, well-being and promotes their understanding of risk.

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

The senior management team and staff share the same vision and this is consistently demonstrated through the systems, routines and practices that are embedded in the

provision. For example, there are robust selection, recruitment and vetting procedures in place to safeguard children and this includes systems to support staff through induction, appraisal and their personal professional development. There are ongoing opportunities for staff training and this includes training to administer first aid, which promotes children's safety at the setting and on outings. The training and supervision of staff has a clear focus on welfare and safeguarding, including e-safety, which promotes safe practice in relation to the use of the whiteboard in the preschool room and the computer in the out of school room. Staff demonstrate a secure knowledge and understanding of child protection procedures. Other policies and procedures are understood and implemented, for example, promoting equality of opportunity.

The quality of teaching and learning is effective and the learning and development needs of all children are consistently planned for. There is a system in place to monitor, review and improve the quality of teaching and learning. The manager observes staff interactions with children and parents and attainable goals are agreed to ensure teaching is focused on meeting the individual needs of children. Consequently, the educational programmes have depth and breadth across the seven areas of learning.

Working in partnership with parents is embedded and this includes the continual sharing of information in children's learning journeys and other records, which effectively enables parents and staff to reinforce children's learning at home and at the setting. Parent questionnaires have been completed and should the need arise; parents know how to address concerns through their child's key person. Feedback from parents is always valued and they make favourable comments about the setting, emphasising how pleased they are with their children's care, learning and development. Partnerships with other professionals are established and this includes support from the local authority. Trained and experienced staff clearly understand the importance of partnership working and they are well supported in their roles and responsibilities. This includes effective provision for children with special educational needs and/or disabilities. Self-evaluation demonstrates how staff reflect on explicitly stated goals and how they revise their work accordingly. This has been independently achieved through the completion of the Ofsted self-evaluation form. The action and recommendations raised at the last inspection have been fully addressed to enhance the overall provision for children. Self-evaluation has also improved practice in relation to meeting all the requirements of the Statutory framework for the Early Years Foundation Stage. It clearly demonstrates an ability to make sustained improvements.

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	EY265349
Local authority	Tameside
Inspection number	961505
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	84
Number of children on roll	80
Name of provider	Bright Futures Day Nursery Limited
Date of previous inspection	09/02/2009
Telephone number	01457 836552

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

