

Bright Start Nurseries Ltd.

Hampden Square, Fairford Leys, Aylesbury, Buckinghamshire, HP19 7HT

Inspection date	16/04/2014
Previous inspection date	21/08/2013

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 have fun and enjoy their time at nursery. They engage in a broad range of learning opportunities indoors and outside.
- Staff support children's development well, they understand children's starting points and interests. Staff make accurate observations and assessments and as a result, overall children make good progress.
- Children behave well. They have warm relationships with one another and the staff who look after them.
- Parents are positive about the care their children receive. They feel included in what their children are doing at nursery through timely emails and feedback from staff about their children's day.

It is not yet outstanding because

- Not all staff are confident to promote older children's curiosity further by asking 'how' and 'why' questions.
- Staff miss opportunities to help children extend their understanding of safety.

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

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Inspector

Aileen Finan

Full report

Information about the setting

Bright Start Nurseries Ltd registered in 1990 and is privately owned. It operates from purpose-built premises in the Fairford Leys area of Aylesbury, in Buckinghamshire. The nursery is set over two floors, with lift access available. All age group rooms have their own garden areas. There is also a soft playroom. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.30am to 6pm, all year round, with the option of extended hours on request. It also provides before and after school care for children attending the local school. These sessions run each weekday from 8am to 9am and 3.15pm to 6pm. During holiday periods, the out of school provision operates 8am to 6pm. There are currently 147 children on roll, of which 112 children are in the early years age range. The nursery serves a wide catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities. The nursery employs 18 staff who work directly with the children. Of these, 14 hold relevant childcare qualifications. There are an additional six staff in other roles; including a cook, who holds a childcare qualification.

What the setting needs to do to improve further

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

- promote older children's curiosity and exploration further, through for example, 'how' and 'why' questions

- extend children's awareness of safety during their play.

Inspection judgements

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

Children benefit from a wide variety of toys, resources and activities that span all seven areas of learning. They have fun and are eager to join in. Toddlers thoroughly enjoy the soft playroom. They crawl through tunnels and over soft cubes; or roll in the ball pond. The room allows the young children to mix with others, and build their confidence and physical development in a safe environment. Babies explore with creative play. They use glue, spreaders and pieces of paper to make their pictures. Staff are proactive in supporting how children acquire their sensory awareness by helping the babies to spread the glue and be curious about how it is 'sticky' on their fingers or the paper is 'shiny' in the sunlight. The outdoors is used as an extension of the indoors for all children. Staff make the most of the outdoors with supporting young children playing with water, encouraging them to pour and transport water, or splash about as they laugh together and enjoy the

sunshine. Again, staff use language to encourage children's developing curiosity and context of words. They explain for children to 'pour in the top' and watch as it 'comes out of the bottom'.

Staff demonstrate a good understanding of the learning and development requirements for the Early Years Foundation Stage. Overall, they are confident in their teaching and interaction skills. However, at times they miss opportunities to extend how some children explore and use their thinking skills. For example, when older children transport water into the sand tray, staff notice they are aware of the change in consistency but delay their discussions and interactions to ask them why or how this happens, so that children learn to think things through and be curious. Staff know the children well, and children are happy to invite staff in to their play. They chat happily to them and about what they are doing. These positive interactions help children's self-esteem and use of language.

Children make choices about what they want to do. For example, in pre-school, after lunch staff recall lunchtime outdoors and the excitement this provoked. Children choose their toys from the choices on the board of picture cards with text, which supports children's confidence to make decisions and be independent. One child chooses the dolls house and confidently puts their choice card on the board, going off to find the dolls to go in the house. Another child decides to get the musical instruments out. This is a popular choice and other children soon start selecting and playing alongside them, with a range of musical instruments.

The key person system promotes children's development well. Staff get to know the children's backgrounds and interests, through their discussions with parents when children start at nursery. Transition reports and opportunities for children to mix with nearby and next age group rooms support children's next steps of learning. Staff share children's progress regularly with parents through regular discussions, and children's development records are readily available for parents to view. There are a variety of displays that help parents understand how they can extend their children's learning at home, particularly their communication and language development.

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

Children are very happy at nursery. They enjoy a broad range of play resources, that are in good condition and easily accessible. These toys and activities promote children's learning in all areas. Children have regular access to the outdoors, where they receive plenty of fresh air and exercise, which promotes their health and well-being well. Staff ensure children wear sun hats and are protected from the rays of the sun with sun protector. Children are confident and developing warm social relationships with one another. They benefit from an inclusive and welcoming provision of care. This care supports children's skills for the future and their readiness for the next stage in their learning.

Children are engaged in their play and demonstrate that they understand the routines of the day and staff expectations. Children have warm relationships with the staff who care

for them, and show that they feel safe and content. Babies and toddlers are happy to snuggle up with staff for a cuddle. They sit with staff to read books together or sing action rhymes. Toddlers create a game of 'hide and seek' in a play tent as staff play with other children nearby.

Children behave very well. They listen as staff give instructions and sit still when asked, for example, when staff take the register during the group time activity. Staff supervise children well and offer timely reminders to promote children's awareness of safety, for example by prompting pre-school children to walk carefully up or down the stairs. However, sometimes staff delay opportunities to extend children's awareness of their own safety in other instances. For example, when children spill water on to the floor as they play in the water tray indoors, staff do not ask them why this could be dangerous.

The nursery provides nutritious snacks and meals for the children. These are freshly prepared and cooked on site. Staff adhere to children's dietary needs, allergies or preferences. Meals and snacks provide a balanced and healthy diet and are in plenty of supply. Lunchtimes are sociable and offer further learning opportunities to support children's understanding of healthy eating. On the day of the inspection, staff swiftly rearrange eating arrangements so that all children can enjoy their lunch outdoors. Children are polite, offering 'please' and 'thank you' to the staff. They enjoy their meal, opting for second helpings if they wish.

Good staff deployment and ratios of staff to children, enable staff to follow children's individual routines. Babies and toddlers sleep as they need to and therefore awake refreshed and eager to resume in their play. Staff conduct nappy changes appropriately and older children are encouraged to be as independent as possible in their self-care skills and development.

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

The leadership and management of the nursery are effective and supportive of their staff. The nursery has effective systems to ensure all staff have the relevant qualifications, skills and experience to care for children. There are robust procedures for recruitment, induction, supervision and training, which means that staff are suitable for their roles. Staff are deployed well throughout the day, which means they are able to meet all children's needs well. Ratios of staff to children are adapted depending on numbers attending each day, and maintained appropriately, which promotes good supervision of children and keeps them safe. Staff work well alongside one another and as a result, overall staff morale is high. The manager is relatively new to her post but supports her team appropriately, and in particular, mentors new staff and oversees how staff plan and assess children's achievements and developmental learning.

The nursery implements robust policies and procedures, which staff adhere to appropriately. The management team share these policies with parents so they understand the procedures that support children's health and well-being. Risk assessments

of the environment, and ongoing daily checks both indoors and outside, are reviewed appropriately to promote children's safety. The nursery has been proactive in evaluating their priorities. These include creative play areas for the outdoors and adapting the processes for children's transitions from one age group room to another. The management team use parental questionnaires and feedback, as well as the views of staff and children to assess their strengths as a childcare provider.

Staff demonstrate a strong understanding of the safeguarding and welfare requirements for the Statutory Framework for the Early Years Foundation Stage. All staff complete safeguarding children training as part of their induction. They are aware of the procedures to take should they have a concern about a child in their care. Most staff have completed first aid training. They attend other relevant training to promote their skills and the outcomes for children online or through outside training providers. Staff develop their professional skills that are appropriate to their responsibilities and the needs of the children they care for.

Staff have a good understanding of the learning and development requirements for the Early Years Foundation Stage. They demonstrate awareness of children's backgrounds and interests. Staff are confident to make observational assessments of children's play and plan for their next steps. Consequently, overall, children are making good progress in relation to their starting points. Partnerships with main feeder schools work well. Relationships with parents are positive. Parents state during the inspection that staff are supportive and offer informative feedback about their children's progress. They add that their children are happy to attend and settle well. The partnerships with parents offer regular opportunities for parents to speak with key person staff, and the management team send out 'snap shot' emails and photographs each day and a weekly newsletter. This enables parents to be part of their children's learning.

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	EY279118
Local authority	Buckinghamshire
Inspection number	951442
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	112
Number of children on roll	127
Name of provider	Bright Start Nurseries Limited
Date of previous inspection	21/08/2013
Telephone number	01296 381479

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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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