

# Bright Eyes Day Nursery - Cheltenham

Knapp Villa, 6 Knapp Road,, Cheltenham,, Gloucestershire, GL50 3QQ

<b>Inspection date</b>	14/07/2014
Previous inspection date	11/09/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider does not ensure that the premises are suitably clean and fit for childcare purposes, in line with legislation. This significantly compromises children's welfare.
- The provider does not make sure that staff maintain an environment that is safe through effective risk assessment. This puts the children's safety at risk.
- The provider does not oversee the running of the nursery adequately to make sure the manager continues to be suitable for the role to meet the responsibility to safeguard children.
- The provider fails to implement performance management systems to supervise staff in order to provide time to discuss and address issues which particularly relate to children's learning and well-being.
- Children do not have access to suitable resources that are well maintained or sufficient in quantity to meet children's welfare and learning and development needs. Systems to assess children's progress are not adequate to identify children's next steps in learning to help support their future learning needs.

### It has the following strengths

- Children settle quickly and play happily, establishing secure bonds with their key person.

## **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 practice in the play rooms and outside.
- The inspector had discussions with management, staff and parents.
- The inspector took account of children's assessment records, planning documentation and discussions with key persons.
- The inspector checked evidence of suitability and qualifications of staff working with the children, as well as risk assessments and policies.
- The inspector invited the deputy manager and manager to conduct a joint observation.

## **Inspector**

Jan Harvey

## **Full report**

### **Information about the setting**

Bright Eyes Day Nursery registered in 2000. It is a privately-run nursery, situated on the outskirts of Cheltenham in Gloucestershire and is accessible by foot from the town centre. It operates from three playrooms in a converted, detached house in a residential area. The children share access to an enclosed outdoor area with decking and bark surfaces, and regularly visit the local park. The nursery is open each weekday from 8am to 6pm all year round, apart from public holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 34 children aged from three months to under five years on roll. The nursery supports children with special educational needs and/or disabilities, and a number of children learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are six members of staff; five of whom hold appropriate early years qualifications at levels 2 and 3. The owner and manager hold early years degrees.

### **What the setting needs to do to improve further**

#### **The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a welfare requirements notice requiring the provider to:

ensure that the premises, particularly the kitchen and staff toilet, are fit for purpose, clean and comply with requirements of health and safety legislation

ensure that staff use risk assessment to assess any risks to children's and staff's health and safety

ensure there is a manager in place who is suitable to be in charge and fulfil their role and responsibilities

implement effective staff performance management systems to drive continuous improvement and discuss and resolve issues as they arise

ensure that all resources, including nappy changing mats and books, are fit for purpose and suitable to use.

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure assessment systems clearly identify children's next steps to support each child to make good progress in their learning and development.

## Inspection judgements

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

Children enjoy their time at the nursery because staff are caring and friendly. However, the health and safety issues in the nursery, and concerns about the management and its capacity to make changes to improve provision, compromise significantly children's learning and development, and welfare.

The staff offer children a range of activities that help them to learn and develop new skills across all areas of learning. Monitoring of children's progress and development takes place through observations of children's achievements that are recorded in children's learning journey files. These show that some children are working within the typical range of development for their age. Staff have put time and effort into developing new systems for assessing children's progress and planning activities. However, there is still inconsistency in the identification of children's next steps in learning from their starting points. Consequently, staff do not meet all children's individual learning needs because they do not identify where children need further support to make good progress.

Staff confidently discuss their understanding of each child in their care and know their key children well. They demonstrate a suitable awareness of the children's preferred learning styles and how to support these in play. Where children require additional support, staff work with parents and other professionals to help to meet each child's individual needs. Staff have carried out the required progress check for children aged two years to assess their development and identify ways to help them make progress.

Although refurbishments were taking place in the pre-school room at the time of the inspection, staff made sure all children were able to participate in activities they enjoy. Since the last inspection, equipment has been chosen to be appealing and stimulating. However, in some areas, resources, such as books, dressing-up and role-play equipment, are poorly maintained and presented. Therefore, these resources have limited appeal to children, because they do not use them and no alternative arrangements are made for children to explore their imaginations. This affects their opportunities to learn through play and hinders their progress. Children do not become inspired to look at books and develop their literacy skills because the range and condition of the books available to them is poor.

During the inspection, staff encouraged children to play imaginative games outside in a pirate ship with a selection of resources, and children acted out sailing away to the beach. This encouraged children to play and negotiate with one another, and also prompted them to think and plan. For example, one child reminded the other children they will need hats and sun cream.

Staff are deployed generally well across activities, so they are available when children need help. Older children asked for help with writing letters, and younger children asked staff to help with using scissors. These activities help to develop their fine muscle skills. Some staff used skilful questions and conversations, which motivated children to have a go at new things and to try hard. These are useful attitudes for the next stage in their

learning at school.

The quality of teaching is variable across the nursery because some staff do not make the most of opportunities to extend children's thinking and learning. They do not extend children's mathematical skills by routinely teaching them how to use numbers; for example by counting how many plates and cups are the same colours at lunchtime. Staff do not challenge children's thinking and curiosity as they play, or provide good opportunities for them to speak, listen and respond to questions. Children who learn English as an additional language and children who have an identified language delay are suitably supported in developing their vocabulary and language skills. Staff are sensitive to each child's level of communication and language development and make sure that they model language appropriately for all ages.

Parents keep informed about their child's progress and are now more involved in their children's learning and development. They receive information about the activities children are involved in, and parents can share their child's learning folder at any time. Parents and carers are encouraged to continue their child's learning at home and contribute to the assessment and planning process through commenting in children's learning records and diaries.

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

The nursery premises are not maintained to an adequate level regarding hygiene and health and safety standards. This has a detrimental impact on children's well-being. Staff endeavour to maintain cleaning levels, but have to balance this with being deployed to fulfil their roles caring for the children and meeting ratios. Staff trained in food hygiene prepare children's meals and snacks in the kitchen. However, the kitchen is poorly maintained with grease on surfaces and equipment, as well as inadequate levels of cleanliness in cupboards. The staff toilet, where nappy changing currently takes place, is insanitary and poorly maintained. For example, the hand basin is blocked, glove boxes are soiled with dried faeces and suitable hand-washing facilities, such as soap and paper towels, are not consistently available. These issues put children at significant risk of cross-infection of germs and compromise the health and safety of the children and staff.

Children are happy to come to nursery and settle well at the beginning of the day. Staff are on hand to welcome their key children, which helps to promote each child's sense of security in the nursery. However, the weak teaching, and staff deployment due to the need to complete housekeeping tasks, compromise children's learning and well-being throughout the day. The refurbished rooms for pre-school children and babies are inviting. They contain a suitable range of resources which are accessible and relevant to children's interests, and are arranged flexibly so that children can explore and make choices. However, the lack of suitable resources in other rooms of the nursery inhibit children's opportunities to learn through purposeful play.

Children are encouraged to learn to take some responsibility for themselves by developing a level of independence during routines. For example, they serve themselves at snack and

mealtimes and put on their own shoes. They take some responsibility for their own personal hygiene, such as hand washing. Children learn about safe behaviour because staff and children set rules for safe play and an awareness of others. Children play well together and share activities with their friends. During group activities, they sit well and show good listening skills because staff place a strong emphasis on this area of their development. Staff now practise fire evacuation drills regularly with the children to increase their understanding of what to do in an emergency to help keep them safe.

Staff promote healthy eating through the provision of snacks and meals and fresh drinking water. Children develop an understanding of healthy lifestyles and exercise through daily opportunities for being active indoors and in the outside area. Staff supervise children carefully, support and help those who need it to develop their physical capabilities.

The key-person system enables children to receive the support they need from staff to promote their emotional well-being. For example, staff encourage children to think about fairness and sharing, praising all children's attempts and talking about their feelings. Routines are maintained, especially for the younger children and babies, in order to reassure and support their particular needs. Children's successes are celebrated through praise, the use of stickers and certificates of achievement from staff and from home.

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

The leadership and management of the nursery are poor. They fail to make sure that the nursery meets all requirements of the Early Years Foundation Stage on a daily basis. As a result, children's welfare is significantly compromised. The management and staff have failed to make sufficient progress in improving the quality of the nursery provision. They have not met all of the welfare notices raised at the last inspection to improve outcomes for children. In particular, the provider, the manager and staff have failed to ensure the premises are kept clean and the resources arranged to be welcoming to children. They do not conduct thorough ongoing risk assessments or take sufficient steps to minimise risks to children. The failure to meet these welfare notices jeopardises children's health and safety.

Staff are currently responsible for housekeeping tasks and preparing and cooking meals, which takes them away from their roles as key persons. This compromises the children's care, and their learning and development. The provider and the manager fail to monitor staff's performance adequately, to help drive improvement in the quality of the staff's teaching and general practice. This compromises children's learning and hinders their progress towards the early learning goals. In addition, there continues to be a lack of resources, such as books, that are in a good condition and that support children's literacy needs. Equipment, such as the nappy changing mat, is also in a poor condition, compromising staff's ability to keep it suitably clean to prevent the spread of germs. Consequently, the management team struggles to meet the demands of their roles and requirements of the Early Years Foundation Stage. These findings demonstrate the provider does not meet a number of requirements for the Early Years Register and the

associated requirements of the Childcare Register. As a result, Ofsted will take enforcement action.

Observation, assessment and planning of activities for the children, which were identified as weaknesses at the last inspection, have been the focus for the staff team. Staff meet regularly to discuss and plan the curriculum, and use the information gained from observations to plan activities, taking into account children's interests. However, staff do not successfully identify and monitor all children's next steps in learning. This affects the levels of progress that children are able to make. Consequently, a further notice to improve has been raised.

The manager and staff maintain a secure environment to prevent unauthorised access to the nursery to protect children. Staff monitor access in and out of the nursery and parents understand the need to notify them of their departure. Staff carry out regular risk assessment checks to help them to make sure the premises and equipment are suitable to help children keep safe as they play. However, they do not consistently take prompt and sufficient action to reduce hazards. Following decorators working in the nursery over the weekend, the premises were not left sufficiently clean before the nursery opened. The manager and staff failed to take swift action to address the cleanliness issues to make certain that the environment was clean, safe and suitable for use to care for the children.

Safeguarding procedures are understood by staff who have all received child protection training. They know what action to take if they have concerns about the children in their care and are aware of the possible indicators that show a child may be at risk of harm. All staff have been vetted appropriately to assess their suitability to work with children, including by obtaining references. New staff and any workplace students undergo induction training to familiarise them with their roles and safeguarding responsibilities. Children are protected from any unvetted persons to help keep them safe in the nursery. However, the provider does not implement robust systems to assess the manager's ongoing health and suitability for the role, in line with requirements. Consequently, the provider is unaware of problems arising, which affect the running of the nursery. The provider fails to monitor how effectively the manager leads and manages the nursery and the staff so they meet all of the children's needs.

There are sound links established with other early years providers that children attend, as well as outside agencies and the local school. Consequently, there is a generally consistent approach to supporting children and meeting their needs through shared information. There is positive partnership working with a broad range of professionals and external agencies that provide support for children with special educational needs and/or disabilities. This helps to support all children to be prepared for the next stage of their education.

Parents speak positively of the provision made for their children. However, they also comment on low hygiene levels within the nursery and highlight some concerns about the deployment of staff to support their children's needs. Information is shared frequently on a face-to-face basis, and children's learning journey files are made freely available to them. Discussions focus on how well children are doing and their daily welfare, and staff

share information on how children's learning can be supported further at home.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that the manager of the later years provision and any person caring for, or in regular contact with, children is physically and mentally fit for the work (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment immediately where the need for an assessment arises to ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).
- ensure that the manager of the later years provision and any person caring for, or in regular contact with, children is physically and mentally fit for the work (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and equipment immediately where the need for an assessment arises to ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).



## 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

<b>Unique reference number</b>	101879
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	963138
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	34
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Shirley Flook
<b>Date of previous inspection</b>	11/09/2013
<b>Telephone number</b>	01242 702772

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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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