

# Bright Beginnings Day Nursery and Pre-School

Balby Retail Park, Sandford Road, Balby, DONCASTER, South Yorkshire, DN4 8PL

<b>Inspection date</b>	27/08/2014
Previous inspection date	15/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Teaching is good and supports all children well with making consistently good progress in their learning and development. Staff warmly welcome children and their parents, fostering positive relationships, which helps children to settle quickly and gain good levels of self-confidence.
- Effective leadership and management sustain continuous improvement across the nursery. Consequently, staff feel valued and demonstrate enthusiastic contribution to children's learning. As a result, children make good progress.
- Managers and staff have very good knowledge of safeguarding procedures. All staff attend safeguarding training and clear monitoring systems ensure that children are safe and secure at all times.
- Partnership between parents and other professionals including schools are strong. As a result, children's care and learning is continually promoted very well.

### It is not yet outstanding because

- The outdoor environment does not always provide highly stimulating activities across the seven areas of learning to support all children's individual interest.
- The system for sharing children's next steps between all room staff is not yet fully embedded into practice.

## 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 in each room of the nursery and outdoors.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a meeting with the manager and the owner's of the provision and spoke to staff throughout the inspection, when appropriate.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day and looked at written parent comments.

## Inspector

Julie Thorpe

## Full report

### Information about the setting

Bright Beginnings Day Nursery and Pre-School opened in 2004 and is privately owned. It operates from Balby, in Doncaster. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7am until 7pm all year round, except for bank holidays and Christmas. Children attend for a variety of sessions. Children are cared for across five rooms and have access to an enclosed outdoor play area. There are currently 133 children on roll, of which 124 are 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. The nursery supports children who speak English as an additional language. There are currently 25 staff working directly with the children. Of these, one holds Early Years Professional Status, six hold degree level qualifications, and a further 11 staff hold appropriate qualifications at level 3. Four staff have level 2 qualifications and three staff working as apprentices. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- provide highly stimulating, exciting activities across the seven areas of learning in the outdoor environment, which develop and support all children's interests and imaginations to the maximum potential.
- strengthen the information sharing of children's next steps between staff, so that children's achievements are consistently accounted for by all staff during activities and engagement.

## Inspection judgements

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

The staff are friendly and welcoming. They take time to get to know each child and their family well, creating a warm and supportive environment. Children appear relaxed and settled in their surroundings. Consequently, they display self-confidence and are ready to learn. Staff plan a wide range of activities that incorporate children's interests and as a result, children are enthusiastic and eager to get involved. Staff have a good knowledge of the Early Years Foundation Stage, and keep parents involved by sharing children's next steps each half-term. Learning agreements are developed between the key persons and parents, which become part of the children's individual learning plan. Staff encourage parents to use the communication book to share important information about their child. Progress reports are available for the parents throughout the year and two parents'

evenings give parents the opportunity to meet with staff to discuss children's learning and development. This joint approach helps to ensure that parents know how to extend their children's learning at home. Consequently, children are supported well and are developing the skills and attitudes they need to be ready for school.

The indoor environment is rich in print, with signs, symbols and text. This helps to support children's understanding of literacy and that print carries meaning. At snack time, children's names are placed on the table, children are then encouraged to find their own name before taking a seat. This helps children to recognise their own name and become confident with the routine. The quality of the teaching is good. The staff incorporate weekly, focused planning so that individual children are nurtured towards their next stage of development. Children are supported well in their acquisition of language. Staff engage children in purposeful conversations and stimulate their interests by asking children meaningful questions that require them to think and consider responses. For example, children running in the play area are asked if their hearts are beating faster, 'Can you feel it pounding?' and 'Do we know why our hearts are working so hard?' As a result, children are thinking critically as they discuss how our bodies work and feel the effect exercise has on their own bodies. However, all seven areas of learning and development are not always promoted in the outdoor environment to ensure that all children have highly-stimulating learning experiences. Consequently, some children are not always actively engaged in activities that fully support their individual interest. Younger children have access to a broad range of materials indoors which support and extend their learning. They are encouraged to develop their communication skills well, as they name animals, colours and their own photographs on the wall. Babies are given plenty of space to develop their mobility skills and have an extensive range of cause and effect resources which effectively develop their sensory and motor skills. Children learn to care for the nursery chickens. They excitedly look to see if any eggs have been laid and are taught how to gently remove the eggs without disturbing the chickens. They hold the warm eggs delicately in their hands and discuss what the cook could make with the eggs. As a consequence, children are acquiring skills and dispositions that will support their next stage of learning.

The staff focus well on promoting children's language and communication skills. For example they have been involved in a speech, language and communication programme. Following on from this they identified areas for improvement and have enriched the environment with text, and introduced letters and sounds into everyday practice. The support offered to children with English as an additional language has also improved. Staff have enriched the environment by obtaining various resources and media such as books, posters, dressing up clothes and artefacts. The nursery staff are now using language pens and greeting children in their home language. As a result, children's language and communication skills are significantly improving.

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

Children are confident and proud of their individual achievements. Each room has a book containing photographs of the children actively engaged and enjoying a range of stimulating and exciting activities. This helps to support children to feel valued and belong

within a group of peers. They excitedly point each other out and make connections to the activities that were taking place. Sharing in their own, and others' development accordingly. There is an effective key-person systems in place which ensures that children are cared for by adults who know them well. Parents are supported with as many visits to the nursery as is required for their child to settle. The same key person fills out children's individual details, including care routines, favourite songs, and specific interest. This enables children to develop a close bond, allowing them to gain a sense of security and stability within the setting. However, not all staff are aware of children's focused learning and some identified next steps are occasionally missed. Children moving rooms within the nursery are also supported by the same key person, visiting the room over several weeks. As a result, children are well prepared emotionally for the next stage in their learning.

Children are learning well about how to be healthy and how to develop self-care skills and to take care of their own personal needs. There is an on-site cook who provides healthy nutritious meals and accounts for any dietary requirements and allergies children may have. Children enjoy a variety of different fruits and toast as daily snack. They are consulted on their ideas for the menu. Staff expect children to place dirty dishes on the side, wash their hands and collect their toothbrush, sitting back at their seats before brushing their teeth. Children freely access the toilet, with simple reminders from staff about pulling the flush and washing their hands. Children have good opportunities to exercise and to be physical because they play outside daily. Staff remind the children to put on their own coats and shoes and the children make every effort to get themselves ready. As a result, children are developing their own independence and learning the importance of being healthy and having fresh air. Children's behaviour is well managed. Staff are deployed well and apply consistent, clear guidance for children to follow. Toddlers are learning that they have to share the resources available, take turns and wait accordingly. Children learn that running feet are for outdoors and are reminded of expected behaviour to be safe, in a caring and supportive way. Children are praised accordingly for being polite and showing kindness to each other. As a result, children show tolerance and understanding towards their peers.

Children learn to be safe and how to challenge their skills by assessing and managing risk. For example, toddlers and babies are learning safe ways to climb the stairs. Older children count the steps as they go, holding onto the safety rail. The younger children are actively encouraged to climb the stairs in a 'spider fashion' using all four limbs. The outdoor climbing frame and slide offer further opportunities for children to practice taking safe risks, as they are carefully watched and supported in their attempts to go higher. Consequently, children are developing their physical skills in a safe and controlled environment.

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

Managers and staff have a good understanding of safeguarding procedures and regularly update their knowledge through training and at staff meetings. Discussions show that they

clearly understand the procedures to follow if they have concerns about a child. Clear monitoring systems and effective risk assessments ensure that children are safe and secure at all times. For example, external doors are secure and the nursery manager assumes responsibility for answering the door to visitors. All attendances are recorded, and close circuit television is in operation throughout the building. Recruitment and induction procedures are robust, with ongoing suitability checks carried out to make sure staff are appropriate to work with children. Parents are given copies of the nursery's policies and procedures in the welcome handbook, including those regarding safeguarding and the controlled use of mobile phones and cameras. Managers review all documentation at least once every year. They carry out and record risk assessments of the premises and children's activities, including outings. Staff attend training in first aid, child protection and safeguarding. These processes promote good quality practice and help to ensure good outcomes for children. Staff keep comprehensive records for medication, allergies, accidents and incidents. They review these regularly so that children's safety is always a priority. As a result, the nursery is a safe and welcoming environment for children.

There is a strong emphasis from the highly qualified leadership and management team on training and development. They work in close partnership with local authority early years officers. The management team have developed a robust tracking system, which they use to identify any areas of the curriculum where, either individual children, or the nursery as a whole, are not achieving the desired outcome. This system is being used to pinpoint areas of development for the staff as well as raising early awareness of any child that may be falling behind. As a result, leaders and managers are able to implement effective training and early intervention strategies. The deputy manager monitors learning and development plans on a daily basis and regularly reviews observation and assessments to ensure consistency. The management team use feedback from partners and staff to identify priority areas for development. For example, they recognise that there is a need to develop the outdoor learning environment, so that children can better explore all seven areas of learning. Self-evaluation is thorough, along with a current action and development plan to improve and develop practice and the provision. Since the last inspection, the provider has successfully met the recommendation that was raised and has made significant improvements in identifying children's next steps. However, staff have not fully embedded their practice of ensuring that all staff are aware of every child's next steps to ensure next steps are consistently considered to the maximum potential. In spite of this minor weakness, practice continues to develop and children make good progress in their learning.

Partnerships between key persons, parents, and professionals, including the children's centre are very strong. This supports staff in identifying any support required for children and their families. For example, staff are able to link parents with advice service at the local children's centre. As a result of this positive ethos, children's care and learning is continually promoted very well. The nursery has built an effective partnership with the local school, passing on children's records before children move to help ensure that teachers are well informed and children are well supported. Teachers are also invited to visit the setting, which enables children get to know their new teacher in advance of their move. Communication with parents is very well-established. Parents say that they are extremely pleased with the service they have received and would definitely recommend the nursery to other parents and carers, as they value the individual attention and care

given to each child.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY290457
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	856349
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	100
<b>Number of children on roll</b>	133
<b>Name of provider</b>	Bright Beginnings Day Nurseries Ltd
<b>Date of previous inspection</b>	15/02/2010
<b>Telephone number</b>	01302 850666

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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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