

# Bright Smiles

2 Morpeth Road, Hoylake, Wirral, Merseyside, CH47 4AT

<b>Inspection date</b>	21/10/2014
Previous inspection date	26/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff generally have a good understanding of how children learn and develop. As a result, children enjoy their time at the setting and are developing the skills they require for their next steps in learning.
- Staff have a secure knowledge of the signs and symptoms of abuse. They are confident to follow the comprehensive safeguarding policies in place at the nursery. As a result, children are protected from harm.
- Staff are fully committed to working in partnership with parents and effective strategies are in place to support partnership working and involve parents in children's development. Consequently, children are supported by a consistent approach in their care and learning.

### It is not yet good because

- The management team do not always deploy staff effectively throughout the nursery. Consequently, staff are not always able to respond efficiently to children's needs.
- Staff do not provide consistent messages for children about their behaviour and how to keep themselves safe. As a result, children's developing understanding of their own safety and behaviour is not always fully supported.
- Staff do not always make the best use of indoor space to ensure children are occupied in highly stimulating play, therefore children's behaviour can deteriorate at times.

## 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 reviewed evidence of staff suitability to work with children and samples of their qualifications including paediatric first-aid.
- The inspector observed activities in all areas of the setting and conducted a joint observation with the deputy manager.
- The inspector reviewed evidence of observations, planning, assessment, tracking and spoke with staff and children at appropriate times during the inspection.
- The inspector met with the management team and reviewed the self-evaluation form and a sample of policies and procedures.
- The inspector took into account the views of parents and children spoken to during the inspection and evidence of written feedback from parents collected by the setting.

## Inspector

Lauren Grocott

## Full report

### Information about the setting

Bright Smiles is a day nursery and out of school club, it is privately owned and managed. It registered in 2003 and operates from the ground floor of a converted house in the Hoylake area of Wirral. The setting operates from four playrooms and a secure outdoor area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 52 children on roll, of whom 43 are in the early years age range. Out of school care is provided before and after school and during the school holidays. Children are taken to and collected from local primary schools. The setting is open from Monday to Friday from 7.30am until 6.30pm, for 51 weeks of the year. The setting has a ramp entrance and is all on one floor so is accessible to all children and their parents. The setting provides funded education for two-, three-, and four-year-olds and supports children who speak English as an additional language. There are 14 staff in total including the management team. There are 10 level 3 staff members, 2 of which have management training, and 1 of which is undergoing further training to achieve her level 5. In addition, one member of staff is qualified to level 2, one member of staff is an apprentice and the Deputy Manager has a BA Hons degree with Early Years Professional status, and the manager is an ENG general nurse alongside her NVQ level 3. The setting is supported by the local authority.

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

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

- ensure staff are effectively deployed across the setting so that they can meet the needs of all children and ensure their safety.

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

- provide more consistent support to help children develop their understanding of how to keep themselves safe and behave appropriately, for example through more regular discussions about how to take safe risks and how to manage turn taking
- devise better ways of using the indoor environment so that it consistently fosters children's curiosity and stimulates their interests and reduces any deterioration in behaviour.

## Inspection judgements

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

Staff generally have a good understanding of how children learn and develop, as a result, the quality of teaching is mostly good. Children enjoy the activities they are provided with at the setting. For example, toddlers learn to sit on a brightly coloured spot to take their place around a tray of soil, where they dig and explore the texture of the soil. Pre-school children build models with construction materials and test their physical skills by using low-level balancing beams in the garden. Babies smile as they press buttons on noisy toys and interact with staff. Children are also offered sessions with external providers, such as exercise sessions and weekly song and rhyme time at the local library to broaden the curriculum. Children learn about the natural world and living things as the nursery has an outdoor area and some hens. Children collect their eggs and these are cooked for them on site. Most children are keen to explore and develop their existing skills. However, children are not always motivated to learn as staff do not always make the best use of the indoor environment by creating a highly stimulating environment that is inviting. As a result, on occasions, some children become fractious and behaviour deteriorates.

Staff collect information about what children can already do when they begin attending the setting and use this to complete a detailed baseline assessment of children's abilities. Children's progress is monitored as staff complete regular observations and assessments of their skills and development. Staff have a basic understanding of how to challenge children and re-shape tasks by asking skilful questions. For example, children are encouraged to consider how many more cubes they might need for their model and how they could share these between themselves. Consequently, their critical thinking skills are enhanced. Staff have a good knowledge of how to secure additional support for children where necessary, although there are no children on roll with special educational needs and/or disabilities at present. Staff have implemented strategies to support children who speak English as an additional language to develop skills in both English and their home language. Children accessing two-, three- and four-year-old funding are also well supported as staff develop good relationships with their parents to promote a consistent approach in their learning. This means that all children are supported to develop the basic skills they need for their next steps in learning, including a move to school.

Parents are well-informed about their children's learning and development. Staff promote a consistent approach in learning by inviting parents to progress meetings and sharing each child's individual planning sheets. Staff also provide parents with some information to extend their children's learning at home. Children's progress is assessed regularly and shared with parents to keep them informed. Staff have arrangements in place to complete the progress check for children aged between two-and-three years, when appropriate. Children's learning at home is also documented by parents on sheets which staff add to their learning records, or when they take home the nursery teddy for the weekend.

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

Children feel secure at the setting as they develop good relationships with their key-person. Staff get to know children well as they collect good quality information from parents before children begin attending the setting. Children's emotional well-being is supported by the settling-in process which helps children to become familiar with their key-person and new surroundings. Children's self-esteem is supported as staff praise their

achievements and respect the contributions they make to discussions. Children are comfortable at the setting as they relax on low-level furniture or select resources stored at their own height. This supports their developing independence. However, staff do not always make effective use of the indoor environment. This means that children occasionally lack stimulation and behave in ways that are not appropriate for their age. Staff are generally good role models for children but do not always provide consistent messages about their expectations regarding safety and cooperative play to the maximum potential. As a result, children's behaviour lapses and their developing understanding of good behaviour, how to act safely and share resources is not consistently supported.

Children learn about their own health in a number of ways. For example, staff supervise children washing the germs off their hands and teach them about how to look after their bodies by exercising and drinking water. Children demonstrate a good understanding of this as they tell staff that 'fruit is healthy' and 'chocolate makes your teeth brown'. Staff support children's dental hygiene by encouraging tooth brushing as part of their daily routine. Children's own routines are closely followed by staff to promote their health and well-being. Staff support children's developing independence as older children put their own coat or shoes on and younger children feed themselves or drink out of cups without lids. Staff also ensure that children's individual dietary requirements are adhered to and the nursery menu is reviewed each year. This promotes children's continuing health as the meals provided are freshly cooked and nutritious. The management team has recently secured a health promotion award and continue to evaluate practice with regard to this. As a result, children are provided with more frequent opportunities to access the significantly enhanced outdoor area to exercise and take safe risks. However, staff do not provide consistent messages to children about how to keep themselves safe. As a result, their developing understanding of their own safety is not consistently supported.

Staff provide appropriate emotional support for children as they move through the setting and on to school. For example, when children are ready to move to the next room in the setting, staff go on visits with them to provide reassurance as they familiarise themselves with a new environment. Children's emotional well-being is further supported as staff liaise directly with each other to ensure that a consistent approach is taken to children's care and learning. Where children attend other settings, staff keep detailed communication books to further promote consistency and support children's emotional well-being. Older children are supported as staff provide detailed information about their likes, dislikes and abilities to their new teacher. As a result, children are emotionally prepared for their next steps in learning or a move to school.

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

The management team has a good understanding of the learning and development requirements of the Early Years Foundation Stage. They monitor the educational programmes and track groups of children to adapt the setting according to the information they gather. For example, by providing more mathematical resources and opportunities for toddlers to explore mathematical concepts, to enhance their understanding. The management team has a generally good awareness of the safeguarding and welfare

requirements of the Early Years Foundation Stage. For example, risk assessments are in place to identify hazards and minimise risks. The management team has security measures in place to further support children's safety, for example, asking visitors to register as present at the setting and locking the external door to prevent unauthorised access. They have created a comprehensive safeguarding policy and all staff demonstrate confidence in following the procedures where necessary. However, the management team does not always effectively deploy staff throughout the nursery. For example, at the very start of the morning, during the early morning routines, staff are not always able to effectively meet children's needs and ensure their safety. This is because staff do not always remain in sight or hearing of each other until all staff are present to meet the required ratios.

The management team has devised a variety of ways to build partnership working with parents, for example through newsletters, meetings and sports days. Staff communicate well with parents about their children's learning and share their monthly planning with suggestions for home learning to keep parents informed. The management team uses knowledge from their health promotion award to further support parents. As a result, parents learn how to support their children through weaning, sleep routines and other common issues. The management team also provide other methods of support for families, for example, through bereavement, which helps to foster children's emotional well-being. Staff also develop partnerships with external agencies where relevant and have strong links with the local Sure Start centre. Staff are supported in developing children's speech and language skills and securing interventions for them where necessary. The management team's arrangements for monitoring children's progress are effective in identifying any areas of development that are less than expected, enabling them to secure interventions as required.

The management team has a good understanding of the importance of self-evaluation and sufficient ways of doing this. Parents and children are invited to provide feedback about the setting in order to help improve outcomes for children. The management team hold regular supervision meetings with staff and observe their practice as well as reviewing their learning records. Staff are well supported as the setting is generally monitored accurately and areas for improvement are identified. The management team provide staff with the necessary statutory training and additional training where possible. As a result, staff are supported to develop their own skills and understanding in order to improve outcomes for children.

### **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>	EY251318
<b>Local authority</b>	Wirral
<b>Inspection number</b>	860338
<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>	31
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Pauline Ann Bazeley
<b>Date of previous inspection</b>	26/10/2009
<b>Telephone number</b>	0151 632 3574

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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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