

Bright Beginnings Day Nursery

Coventry House, Station Road, Pershore, Worcestershire, WR10 2EY

Inspection date	29/10/2014
Previous inspection date	07/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff plan exciting activities based on individual children's needs and interests. Teaching is effective so that children make good progress.
- Effective partnerships with parents and a well-established key-person system helps children form warm and secure attachments, promoting their well-being and independence.
- Staff demonstrate a good understanding of how to safeguard children and the steps to take should they have a child protection concern.
- A thorough and well-documented system for monitoring and self-evaluation means there is continuous improvement in all aspects of the nursery provision.

It is not yet outstanding because

- Staff do not undertake peer observations as part of reflective practice to make the most of further opportunities to identify and share good practice regarding teaching and learning.
- Children do not always have enough opportunities to play outdoors during wet weather, to extend their learning and enable them to be more physically active.

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 the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the provider, manager and staff.
The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Full report

Information about the setting

Bright Beginnings Day Nursery was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Pershore. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery drop off and collect children from local schools, and collect children from local pre-schools. The out of school club operates from 7.30am to 9am and from 3pm to 6pm during term time. There is also a holiday club which operates from 7.30am to 6pm during school holidays. There are currently 61 children attending of whom 34 are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend the systems in place for the performance management of staff, for example, by carrying out peer observations, in order to evaluate and monitor the impact of individual teaching skills, to help raise children's attainment to the highest level
- enhance opportunities for children to access the outdoor environment by considering ways for them to use the area in all weathers, such as ensuring children wear appropriate clothing for wet weather conditions.

Inspection judgements

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

Children are happy and settled in this welcoming nursery. Staff take time to get to know children and their families. They observe children in their play, which they add to children's learning records and measure their progress effectively from their starting points. Staff use initial information gathered from parents about children's interests and about what children know and can do and review children's development regularly. This means they identify and act upon any gaps in children's learning. As a result, children make good progress in their learning. Key persons keep parents informed on a daily basis of their children's development and particularly about the activities that they enjoy. The nursery holds regular parents' evenings where parents and carers are invited to discuss children's progress. As a result, parents are able to continue to support children's learning at home.

Babies and young children are cared for in age groups in their own rooms. Staff are warm and responsive to their needs. Babies readily seek staff out for cuddles and reassurance should they need to and staff are quick to respond to their individual needs. For example, staff provide reassurance to babies when new visitors enter the room which helps them feel emotionally secure. All children have regular access to the outdoor environment where they enjoy exploring and developing their physical skills. However, the nursery does not always provide children with appropriate wet weather clothing to enable them to access the garden for extended periods of time, following inclement weather conditions. This restricts children's enjoyment of the outdoor environment.

Children's communication and language skills are supported well because teaching is good and staff engage children in meaningful conversations. Staff use carefully considered questions to help children develop their understanding. Children's attention is gained and successfully maintained during group activities because staff use different tones and make discussions interesting and exciting. This helps children to develop good listening skills, which are skills that help prepare children's readiness for school. Children with English as an additional language are supported well through close partnerships with parents and other professionals. Staff use good teaching techniques, such as, the use of signs, pictures and simple words in children's home language.

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

An effective key-person system enables children to feel safe and secure within the nursery as they develop strong emotional attachments to staff and each other. Children separate from their parents and carers well because the nursery has an excellent settling-in approach. Both the move into the nursery and the movement between rooms is managed well. Children and parents are offered settling-in sessions in their new rooms which ensures children are provided with plenty of time and support to adjust to their new environment. Parents are invited into the nursery on a regular basis and this ensures that they become familiar with the new key person and new routines. This helps to build effective relationships between the key person, children and parents. As a result, children's emotional needs are well met. Children with English as an additional language are supported well. Staff create an environment that is welcoming, safe and stimulating, where children enjoy their learning and grow in confidence.

Children's health and well-being is supported well because the nursery follow good hygiene practices. Children and staff wash their hands at appropriate times throughout the day, preventing the risk of cross infection. Children are provided with a range of healthy, balanced meals and snacks, staff also frequently discuss with children the benefits of eating well. Therefore, children's understanding of keeping themselves healthy is well promoted throughout. Staff are knowledgeable about and meet children's individual dietary requirements, preferences and allergies, which further promotes their welfare.

Children's behaviour is good and children of all ages enjoy playing cooperatively in the garden on a daily basis. They are praised by staff for their achievements and good behaviour so that they know they are valued. Staff support children to share the toys and

take turns, and older children tidy up well as they know where all the toys belong. Children's independence is encouraged further through daily routines, such as pouring their own drinks and taking care of their own self-care needs. As a result, children's self-confidence is developed, which helps them become emotionally prepared for school. Children learn the importance of keeping themselves safe as staff carefully supervise them while they take managed risks, such as negotiating the stairs within the nursery and while using climbing frames in the garden.

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

Staff have a good understanding of safeguarding procedures and regularly attend training to update their knowledge. As a result, children's welfare is appropriately promoted. Robust recruitment, vetting and induction procedures are in place ensuring adults working with children are suitable to do so. The management team discuss ongoing suitability with the staff during regular supervision sessions. These are also used to discuss the professional development of staff and their training needs, leading to a knowledgeable staff team. However, there is scope to extend the performance management system further by implementing opportunities for staff to undertake peer observations of each other, so that staff can reflect on each other's practice, building on the already good teaching that takes place.

The management team have effective systems in place to effectively observe and assess children's learning and development. Staff use their knowledge and teaching skills very successfully to ensure that the planning of children's activities is purposeful and provides individual learning experiences for all children, which cover all areas of development. Staff effectively monitor and track children's development. As a result, any gaps in children's learning are closed and children make good progress in their learning. Self-evaluation involves all staff, parents and children. Specific areas for improvement are added to an ongoing action plan for the nursery as a whole and for each room so that there is a clear focus on prioritising improvements.

Partnerships with parents, carers and external agencies are good and this ensures children's needs are met. Links are established with local schools and other providers to ensure successful transitions for children and continuity in their care and learning. Information is shared by staff with parents and schools when children leave the nursery and this helps support children when they start school. Parents speak fondly about the nursery and the support it offers to their children and the good progress their children have made. They remark on how wonderful the staff are and how they helped their children settle quickly. Children enjoy attending the very welcoming and friendly nursery, where they develop the skills and confidence to help support them in their future 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. 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

Unique reference number	EY395645
Local authority	Worcestershire
Inspection number	859720
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	61
Name of provider	Bright Beginnings (Persshore) Limited
Date of previous inspection	07/01/2010
Telephone number	01386555351

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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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