

# Bright Eyes Day Nursery - Cheltenham

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

<b>Inspection date</b>	08/12/2014
Previous inspection date	14/07/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 settle quickly and play happily to establish secure bonds with their key person and the other staff.
- Staff have a secure understanding of planning for children's individual learning needs. Consequently, children receive good support to help them make good progress towards the early learning goals.
- The nursery is clean, tidy, welcoming and inviting. Staff organise stimulating resources well so that children make decisions and revisit these for further learning.
- Staff make a good team, supporting and sharing good practice with each other to benefit children's learning.
- Management is hands-on, leading by example, well organised and forward looking so staff are eager to improve further the provision for children.

### It is not yet outstanding because

- Staff occasionally miss opportunities to challenge and extend children's thinking.
- Methods for gaining information from parents about children's starting points are not thorough to assist key persons in planning for children's individual learning when they first start.

## 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 viewed the areas where childcare takes place.
- The inspector observed activities and interaction between the staff and the children in toddler and pre-school play rooms and the outside learning environment.
- The inspector undertook a joint observation with the nursery manager of children's activities outdoors.
- The inspector had discussions with the provider, manager, baby room leader and special educational needs and/or disabilities coordinator, and talked with children and parents.
- The inspector sampled the range of documentation and looked through the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures and policies.

**Inspector**  
Angela Cole

## 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 units on different floors in a converted, detached house in a residential area. Children share access to an enclosed outdoor area with decking and bark surfaces, and regularly visit the local park. The nursery opens each weekday from 8am to 6pm all-year round, except for public holidays and one week at Christmas. The nursery is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. There are 32 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 three and four years. There are six members of staff, five of whom hold appropriate early years qualifications at level 3. One member of staff is working towards a qualification. The owner holds an early years degree and the manager has qualified teacher status.

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

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

- support children's learning by providing additional challenges to further extend their thinking, including increased use of open comments and questions
- strengthen existing information obtained from parents when children first start to assess what they can already do to help identify their starting points and stage of development.

## Inspection judgements

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

Staff have a good understanding of how children learn and develop. They demonstrate strong knowledge of the improved assessment and planning systems they have rapidly adopted and embedded in practice. Staff gain general overviews of what new children can do from parents but not of children's stages in areas of learning to inform early plans for learning. Nevertheless, staff complete perceptive observations of children and offer stimulating environments so that children are motivated to settle and learn. Assessment of individual children's ongoing learning is accurate, closely linked to the Early Years Foundation Stage and reflected in weekly planning. Staff make good use of progress checks for two-year-old children.

Staff demonstrate a sharp focus on helping all children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development. This approach helps all children to develop well, with any gaps in their learning and development closing significantly. Staff focus strongly on communication skills for children learning English as an additional language. Thus, these children, too, work well towards expected levels of achievement. Staff keep parents and carers well informed about their child's progress. Management encourages parents to continue their child's learning at home, for example in shared training on signing and by offering story and song materials. Parents contribute regularly to the assessment and planning process through commenting in children's learning records. This good level of parental involvement significantly benefits children's learning and progress.

Staff use many good teaching techniques in the calm, purposeful atmosphere so that children make good progress. All children happily choose from the interesting experiences offered and eagerly participating in activities suggested by adults. Attentive staff move around the play areas, working well together to be available to join in children's play. They talk to children clearly, making good eye contact and giving children time to think before they speak. Although staff occasionally miss opportunities to extend children's learning with open questions and comments, overall they use their knowledge effectively to foster children's learning. Using previous Every child a talker training, a national strategy for developing communication and language, staff provide good role models for children's developing speech. Children using paints are encouraged to mix colours, with staff demonstrating precisely what this means so every child can understand and experiment. Pre-school children recognise their names and all children enjoy books and stories, and learn about sounds and rhymes through singing songs together with gusto. Consequently, children acquire the skills, attitudes and dispositions they need be ready for school.

Children practise physical control in a number of activities. They help in the preparation of materials, for example as they made dough for Christmas tree decorations and carefully sprinkled glitter. Older children access tools, such as chinks and scissors, and learn to use these with care. Children go outdoors daily, usually in age groups, rather than deciding when they wish to play outside. Staff respond well to children's delight in using the outdoor area, for example, in play with mud, sand, balls, skittles and wheeled toys. These activities benefit children who prefer to learn outdoors.

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

Children are happy to come to nursery and settle well at the beginning of the day. Staff are on hand to welcome children, which helps to promote each child's sense of security in the nursery. Using secure rotas for refurbishing and cleaning towards the end of each day, staff maintain the premises to a good level regarding hygiene, health and safety standards. The refurbished rooms for all ages of children are inviting. These contain a good range of resources which are accessible, relevant to children's interests. Staff arrange each play area flexibly so that children explore, gain confidence and make choices to learn through purposeful play.

Staff foster children's independence and self-help skills successfully. They show good consistency in encouraging children to learn to take on responsibilities during many routines. For example, children often serve themselves at snack and meal times and learn to put on their own outdoor clothes. They learn to take responsibility for tidying their toys and for their own personal hygiene, such as hand washing. Children learn about safe behaviour because staff and children set positive 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 offer individual children a good level of support, for example, to be interested in story books.

Staff support children effectively to feel safe. They teach children to negotiate stairs and practise evacuation drills regularly so children learn how to respond in an emergency to help keep them safe. Staff promote healthy eating through the provision of nutritious 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, supporting and helping those who need it to develop their physical capabilities.

The key-person system and stable staff teams enable 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. Staff maintain routines, especially for younger children and babies, in order to reassure and support their particular needs. They celebrate children's successes warmly through praise and the use of stickers and certificates of achievement from staff and from home. Staff make sure that children benefit from efficient preparation for changes and their eventual move to school.

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

This inspection took place following the previous inadequate inspection and two monitoring visits. The provider now monitors and supports management closely and has responded well to welfare requirements notices and actions given in the notices to improve. The provider is robustly aware of their responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The current manager is particularly suitable to be in charge and highly qualified to fulfil their roles and responsibilities to meet the needs of children. She and the hands-on provider use rigorous recruitment, vetting and induction procedures so that staff are suitable and skilled to work with children. Management implements effective staff performance reviews to drive continuous improvement and to discuss and resolve issues as these arise. The resources throughout the nursery are entirely suitable and stimulating for children's play and development.

Through induction and ongoing training, staff are familiar with possible signs of children at risk and with procedures to follow if they have concerns. The staff's continual risk assessment of the premises and equipment shows good awareness about any risks to

children's and staff's health and safety. The staff's assessment of risks to keep children safe when they are away from the premises is strong, for example, on walks to local shops. As a result, staff minimise risks so that children are secure and safe. Procedures for training first aiders for each area of the nursery and for monitoring comprehensive accident reports are secure to help keep children safe. Staff maintain all documentation well to ensure the safe and efficient management of the nursery. They keep clear, accurate records of children's attendance and staff working hours so that the provider meets the staff-to-child ratios at all times. The provider shows a positive response to ensuring that staff keep children safe.

The staff have a strong understanding of the learning and development requirements of the Early Years Foundation Stage. The key persons, manager and provider assess and monitor children's progress carefully to identify their achievements and any gaps in their development and learning. The management uses supervision well to support staff to engage in professional development to improve their knowledge and skills. Staff reflect thoughtfully on the provision for children in frequent conversations, in children's assessment notes and in comprehensive recorded self-evaluation to secure ongoing improvement. The management values the opinions of children, parents and a range of outside agencies, including advisors and other providers, to help identify and implement areas for development. As a result, the management demonstrates a robust ability to engage in in-depth reflection and set well-focused plans. These include staff observing each other to improve practice, embedding parental input into children's learning and an extensive programme of further training. This planning demonstrates the provider's ability and commitment to making ongoing improvements.

The manager and her staff demonstrate a good understanding of the importance of working in partnership, for example, to support children with special educational needs and/or disabilities. When children begin to attend other early years settings, staff are proactive in contacting these with a view to sharing verbal and written information. This good practice underpins children's consistent care and learning. Staff have good relationships with parents, which contribute to children's well-being and sense of belonging. Families make a number of visits, based on their individual needs, before staying for the whole session. Staff gather information from parents, including about young children's routines, to help children settle and so there is continuity in children's well-being and welfare needs. Parents demonstrate a growing understanding of the nursery's ethos so that they and staff work well together, often sharing much information to support each child's progress. Families appreciate the, 'Friendly, organised', nursery and report that their children are nurtured as individuals by the small team of approachable staff. They commend the balance of child- and adult-led play and say their children, 'Love the garden and splashing in muddy puddles'.

### 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>	101879
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	986793
<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>	32
<b>Name of provider</b>	Shirley Cormack
<b>Date of previous inspection</b>	14/07/2014
<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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