

# Bright Futures Daycare

Hateley Heath Primary School, Huntingdon Road, WEST BROMWICH, B71 2RP

<b>Inspection date</b>	11/12/2014
Previous inspection date	21/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
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		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 staff are sufficiently alert to issues of concern in children's lives. Consequently, staff do not respond appropriately to possible signs of abuse or neglect. This significantly compromises children's safety and well-being.
- The assessment and planning systems are not effectively implemented by all staff to ensure all children are supported to make good progress in their learning.
- Instances of underperformance are not tackled effectively by management. Therefore, the quality of teaching is variable.

### It has the following strengths

- Children under two years benefit from good quality teaching. They are making good progress in their learning and development.
- Children who are learning English as an additional language have opportunities to develop and use their home language, which supports their language development. They are effectively supported to develop and reach a good standard in English language.
- Partnerships with other professionals and parents contribute to providing good levels of support for children with special educational needs and/or disabilities.
- All children benefit from positive relationships with adults and other children. The richly resourced and spacious environment contributes to all children's learning.

## 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.

## Inspection activities

- The inspector observed activities in all of the indoor and outdoor areas.
- The inspector held discussions with the manager and members of the senior management team of the registered body.
- The inspector spoke with the staff about the daily care routines and children's individual learning.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a selection of policies, procedures and records, which included safeguarding and children's assessment and planning records.
- The inspector checked evidence of the suitability and qualifications of the adults working with the children, the provider's monitoring and action plans.

## Inspector

Christine Armstrong

## Full report

### Information about the setting

Bright Futures Daycare opened in 2006 and is on the Early Years Register. It is situated within the early years unit at Junior Hateley Heath and Infant School which is located in West Bromwich. The provision is accessible to all children and there is a fully enclosed area available for outdoor play. It operates under the management of the Hateley Heath Primary School Governing Body. The provision employs 19 staff; all of whom hold appropriate early years qualifications at levels 2 and 3. The provision opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. There are currently 75 children attending who are in the early years age group. The provision receives funding for the provision of early education for two-, three- and four-year-old children. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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

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

- ensure all staff have a secure knowledge and understanding of how to protect children, for example, by being alert to, and responding appropriately, to any issues of concern in a child's life
- improve the quality of teaching by ensuring staff effectively implement the assessment and planning systems so that all children are provided with sufficient support and challenge to make good progress in their learning.

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

- enhance performance management by putting effective systems in place to tackle any instances of underperformance.

## Inspection judgements

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

In some instances, the quality of teaching is good. Staff who work with children aged under two years complete regular and precise observations and assessments, which they use to accurately track children's achievements from the outset. They use this information well to identify children's next steps in learning and to plan their interactions, daily routines and a wealth of activities to support children's individual learning. Staff work well in partnership with parents to learn about and support children's interests and experiences at home. As a result, staff support children to make good progress in their learning. For

example, children make good progress in their communication and language skills. Staff continually stimulate and support children to explore and imitate sounds, words and phrases. They plan a number of short adult-led sessions during the day, such as 'hello time' to further support and target children's individual learning. Children learn to listen, take part and follow simple instructions and begin to develop their vocabulary. This good quality practice supports all children to make good progress, particularly children with English as an additional language. Children make some very good progress in their physical development because staff target skills, such as walking. Children learn to become active learners as they are continually stimulated to explore and experiment in the different areas of the richly resourced and spacious environment. They enjoy a vast range of sensory experiences, such as grasping, pushing and squeezing their hands through the sand and water. Children learn to hold and use tools to pour and scoop and make marks. They show high levels of enjoyment as they respond to the changing sounds, lights and surfaces in the sensory room.

Children aged two and above also benefit from playing within a richly resourced and spacious environment. Children who enjoy and learn better outdoors are supported well because the outdoor area has been created to support all areas of learning. As a result, children become active learners who initiate their own play and follow their own interest. They learn to play alongside and with other children as they play imaginatively with a host of small world resources. Children explore colour and texture using a variety of resources that are freely available to them to make marks for their own purpose. They enjoy singing songs and performing them to parents in Christmas shows. Children learn how to operate and explore simple technology toys and resources, including interactive boards and tablets. Staff create attractive displays of children's work, together with photographs and written comments made by children, which supports children's understanding that print carries meaning. Children develop their mathematical skills as they choose to spend time completing jigsaws and using resources that require them to sort, match, count and identify numerals. Displays around the room provide further support to extend children's understanding and interest in number, shape and measure. Parents are invited to meet with their child's key worker every month, which helps to include parents in their children's learning.

Children with special educational needs and/or disabilities are supported well because staff work effectively with parents and other professionals to provide targeted support for their learning. Progress checks for children between the ages of two and three years are completed and shared with parents. However, not all children aged two years and over benefit from staff regularly undertaking assessments of their achievements or identifying and planning for their next steps in learning. Consequently, some adult-led activities are not planned well enough to provide sufficient support or challenge for children to make good progress in their learning. For example, older more able children are not sufficiently challenged to extend their critical thinking, mathematical and literacy skills during the twice daily circle time, and during some planned activities. Staff do not plan to adjust or change the activity to reflect children's developing ability. Consequently, during some adult-led activities, some children show lower levels of interest and fascination in learning. As a result, these children are not supported to make good progress in their learning. Management are aware of these inconsistencies in practice, but they have not yet taken effective enough steps to address these.

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

Staff are not fully alert to potential harm to children. They do not always find out what has caused existing injuries on children or pass on this information to the appropriate agencies. Consequently, they are not effective in safeguarding children. Staff provide a warm and welcoming environment for children and their parents. Children develop close attachments to their key person and other staff in the provision, which supports children's emotional well-being. Children's behaviour is good. They learn to share and take turns, which helps them to develop positive relationships with each other. Staff foster a culture of valuing and respecting diversity. Children's diverse family experiences are reflected in resources, activities and celebrations. All children receive very positive messages about bilingualism as they hear and learn songs, words and phrases in other languages. Bilingual staff use their skills to support children to use and develop their home languages, and to aid parents' communication. This ensures that all children and parents are supported to communicate and express their views. This helps to secure children's sense of belonging, well-being and inclusion for all.

Children settle well when they first attend because key persons work in partnership with parents to tailor settling-in experiences. This sometimes includes a high number of short play sessions with parents present. This flexibility ensures children have the time they need to become familiar and secure in their new environment. Children's moves to other areas of the nursery and on to school are also suitably supported. All children demonstrate their sense of security and well-being as they show familiarity and take an active part in daily routines. They help to wash their hands and learn to feed themselves at lunch, which supports their self-care skills. As a result, children develop their independence, confidence and motivation to learn in readiness for school. Throughout the day, children enjoy becoming active in and outdoors. Discussions during play and routines support children's learning about staying safe, eating healthily and being active. This helps children to develop their understanding of healthy lifestyles.

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

There is a breach of the safeguarding and welfare requirements of the Early Years Foundation Stage, which significantly compromises children's safety and welfare. There is a clear and comprehensive written child protection policy and all staff undertake regular child protection training. However, staff do not demonstrate a secure enough understanding of how to protect children. They do not routinely find out the reason for existing injuries on children, which demonstrates a lack of understanding of the importance of doing so. Staff are able to articulate the signs and symptoms that may indicate abuse. However, they are not vigilant in identifying concerns and they do not routinely record or follow up any issues promptly, as stated in the child protection policy. Consequently, they do not respond appropriately to any possible issues of concern in children's lives. This significantly compromises children's safety and welfare.

Safeguarding policies and procedures in all other areas are robustly implemented. Robust

recruitment procedures are followed, which ensures all adults working in the setting are assessed and monitored for their suitability. This includes all adults obtaining Disclosure and Barring Service checks to confirm their suitability to work with children. Children are cared for in a safe and secure environment. There are robust security procedures in place to ensure no unauthorised persons have access to the premises. Risk assessments and daily safety checks are undertaken, which ensure all potential hazards to children are effectively minimised. All staff hold a current first-aid certificate. Accidents and any first aid given by staff are monitored by managers to make sure correct procedures are followed. All staff receive training in food hygiene and follow good hygiene procedures, for example, staff use disposable gloves to handle food. This contributes to protecting children's good health.

Partnerships with external agencies that support children with special educational needs and/or disabilities are well established. They make a strong contribution to supporting children's learning and development. Partnership working with parents is variable. However, parents are encouraged to make contributions to children's learning by providing information about children's interests and experiences at home. Parents are invited to monthly meetings with their child's key person to discuss their child's progress and development. Parents spoken to on the day of the inspection report that their children enjoy attending the provision and are making progress.

There is a suitable ongoing programme of training and coaching to support staff to improve their knowledge and practice. For example, staff attend training to improve their knowledge of assessment and planning. They have also attended training to develop their understanding of how to support children's mathematics, literacy and communication and language skills. Managers regularly observe and monitor staff's practice. They undertake individual supervision sessions with staff and provide staff with feedback about the quality of their practice. This includes highlighting staff's strengths and setting action plans to address any areas for improvement. In most instances, this is successful and results in good quality teaching. However, instances of staff underperformance are not tackled effectively. As a result, teaching is not yet consistently good. The new senior manager of the registered body demonstrates a clear drive to address this. As such, the provision demonstrates the capacity to bring about positive change.

## 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>	EY333072
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	878123
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Hateley Heath Primary School Governing Body
<b>Date of previous inspection</b>	21/05/2012
<b>Telephone number</b>	0121 556037 0121 505 5739

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

