

Bright Futures Daycare

Hateley Heath Primary School, Huntingdon Road, West Bromwich, B71 2RP



Inspection date

14 May 2015

Previous inspection date

11 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The new headteacher takes responsibility for the quality of teaching, learning and assessment. Consequently, staff have worked with the local authority worker to complete an audit of assessment arrangements. As a result, effective assessment procedures are followed, so that children's next steps in learning are precisely identified and planned for, to promote their good progress.
- The new headteacher and daycare manager has implemented safeguarding training for the school and nursery management staff. As a result, staff effectively identify and successfully minimise any potential risks to children. The staff's good knowledge of the signs of abuse and awareness of their responsibilities to protect children from harm ensures that children are safeguarded.
- There are positive relationships with parents and strong links with other professionals, including those who support children with special educational needs and/or disabilities. This means there is a shared approach to children's care and learning so that they receive consistent support.
- Each individual key person provides warm and loving care and responds sensitively to children's communications. This helps children to form secure emotional attachments and promotes their sense of security and belonging.

It is not yet outstanding because:

- Staff do not always build fully on all opportunities to develop children's communication and language skills throughout the day.
- Staff in the baby room do not always fully focus on encouraging children to work towards the planned next steps in their learning during adult-led activities.

What the setting needs to do to improve further

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

- develop children's language and communication skills further throughout the day, for example, by using more questions that encourage a wide range of possible answers
- help babies to achieve the next steps in their learning more quickly, for example, by putting a greater focus on what they need to learn next, during adult-led activities.

Inspection activities

- The inspector observed activities in all the playrooms and outside.
- The inspector conducted joint observations with the manager and the headteacher.
- The inspector held meetings with the manager and the headteacher.
- 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, the provider's self-evaluation form and her improvement plan.
- The inspector took account of the views of the parents and children spoken to on the day of inspection and from information included in the setting's own parental survey.

Inspector

Linda Yates

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Exciting exploratory experiences are provided that encourage a multisensory approach to learning, increasing children's engagement and giving them a greater capacity for learning. For example, children explore the bright yellow spaghetti, rice, water and sand. Babies explore clear plastic bottles filled with a variety of liquid and solid materials that provide opportunities for observation and experimentation. However, during adult-led activities, staff do not always focus enough on teaching babies what they need to learn next. As a result, they do not always achieve the next steps in their learning as quickly as possible. The physical skills needed for writing and drawing, are refined as children roll, poke, and shape their strawberry dough creations. Staff promote children's communication and language skills as they use talk to describe their actions. However, there are fewer opportunities to expand children's skills in talking. This is because some staff use closed questions throughout activities, thereby not fully encouraging children to think and speak for themselves and extend their vocabulary at every opportunity. Children listen intently at story time. The staff member ensures all the children can see the story book and models a clear voice with expression to hold children's interest, thereby promoting their literacy development. Children who speak English as an additional language are effectively supported. There is a range of resources in the setting that encourage children to use their home language in their play. Staff support children very well so that they develop the skills they need in readiness for starting school.

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

Strategies for managing children's behaviour include positive reinforcement, in order to promote their self-esteem. Children have long periods of free-flow play throughout the day, encouraging children to get physically active. They enjoy playing on sit-on trucks and practising their physical skills. Children have the opportunity to assess risks for themselves and experience challenge when they use the schools climbing frame and forest woodland area. Meals and snacks provided for the children are very nutritious and balanced.

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

The headteacher has a good understanding of her responsibilities. She has reviewed the staffing structure so that the qualified and experienced staff model good practice on a daily basis in each room. Staff access advice and management support in all matters including training. Furthermore, staff work in pairs and evaluate each other's assessments of their key children's progress. This helps staff to develop the skills they need to make sure that the children they are caring for are progressing well over time. There are good systems in place to keep a check on the quality of children's activities, thereby making sure that children have their needs met and make consistently good progress.

Setting details

Unique reference number	EY333072
Local authority	Sandwell
Inspection number	1001705
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	79
Name of provider	Hateley Heath Primary School Governing Body
Date of previous inspection	11 December 2014
Telephone number	0121 556037 0121 505 5739

Bright Futures Daycare was registered in 2006 and is situated within the early years unit at Hateley Heath primary school. It operates under the management of Hateley Heath Primary School Governing Body. The nursery employs 20 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and three hold appropriate early years qualifications at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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