

Bright Futures Day Nursery

54 West View, Clitheroe, Lancashire, BB7 1DG



Inspection date

Previous inspection date

28 July 2015

16 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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		Outstanding	1
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 quality of teaching is good and some is excellent. Assessments of children are used carefully to identify what further help and opportunities children need. As a result, all children, including those who speak English as an additional language, make good and better progress across all areas of learning, given their starting points.
- Self-evaluation is strong. Improvement plans are sharply focused and include the views of parents, children and external childcare professionals. The manager's capacity to continually improve and drive forward relevant change is good.
- Babies and children develop exceptional attachments with staff. Children behave extremely well; they are proactive in helping staff to keep the environment tidy and safe.
- Effective partnership working with external agencies and parents ensure that children who have special educational needs and/or disabilities are very well supported. This enables good systems to be in place to meet the children's needs and ensure they receive the best possible support.
- Children are kept safe in the setting through the robust security system on the premises and all staff have an in-depth understanding of safeguarding.
- Parents reflect that they are very happy with the nursery. They feel that staff are very flexible, supportive, open and honest.

It is not yet outstanding because:

- Staff in the pre-school room are less effective in extending the more-able children's learning when the room leader is absent.

What the setting needs to do to improve further

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

- strengthen good teaching even further, by ensuring that all staff provide activities that challenge the most-able children to make the best possible progress.

Inspection activities

- The inspector observed interactions between the children and the staff during play, both inside and out.
- The inspector spoke to the provider, manager, members of staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at documentation, including improvement plans, risk assessments and a range of policies and procedures.
- The inspector checked evidence of the suitability of staff working in the nursery.

Inspector

Sue Rae

Inspection findings

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

Children enjoy the variety of activities provided by staff, who consider their individual interests within the planning. Staff track and assess children's development on a regular basis, enabling them to identify any areas of progress which are less than expected. As a result, all children make consistently good progress in relation to their starting points. This includes children with special educational needs and/or disabilities and those who speak English as an additional language. The indoor and outdoor environments are well resourced. Staff make good use of opportunities to talk to children and introduce new words. As a result, children are making good progress in their communication skills. Staff introduce mathematical concepts within children's play. For example, children learn that numbers have meaning as they find and count the shells hidden in the garden. However, some staff in the pre-school room miss opportunities to challenge and extend children's interests during activities, particularly for the more-able children.

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

Children are extremely happy, confident and settled in the nursery. Strong key-person relationships ensure that children's needs are always met, and that children are developing secure emotional attachments. Staff are extremely good role models in showing children how to share and take turns. This supports their emotional and physical well-being successfully. Children learn to become independent by choosing their own snacks and successfully pouring their own drinks. Staff encourage discussion about foods that are healthy and those that are not. Children enjoy daily outdoor play and benefit from regular fresh air and exercise. Consequently, children are developing a very secure understanding of the importance of healthy lifestyles. New babies settle quickly as staff support them extremely well, allowing them time to explore the environment at their own pace. Children are very affectionate towards the adults who care for them and readily seek cuddles and reassurance for comfort when needed. Staff have an excellent understanding of their responsibility to safeguard children. They follow safe working practices exceptionally well to support children's health and welfare.

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

Good leadership inspires a committed team of staff who want the best for children. Staff are knowledgeable about the requirements of the Early Years Foundation Stage. Comprehensive self-evaluation is completed regularly, and accurately identifies how the nursery can improve even further. Robust recruitment and vetting procedures are in place and all staff have undergone stringent suitability checks. Staff receive perceptive support, coaching and mentoring during supervision and appraisal meetings. Challenging targets are set for each staff member and are robustly monitored by the manager. Staff attend a variety of training programmes, which has a positive impact on their professional practice and has positive outcomes for children.

Setting details

Unique reference number	EY430038
Local authority	Lancashire
Inspection number	853056
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	94
Name of provider	Bright Futures (2003) Ltd
Date of previous inspection	16 January 2012
Telephone number	01200 424124

Bright Futures Day Nursery is privately owned and registered in 2011. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. One member of staff holds Early Years Professional status. 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. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

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